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ABSTRACT

The manual contains both student and teacher materials for instruction in basic physiology and first aid. The instructional materials were developed for use with limited-English-proficient high school students, but are suitable for high school first aid classes because of their simplified English and format, sequential organization, detailed table of contents, line illustrations, and practical and written exercises accompanying each topic. Unit topics include: the circulatory system; the respiratory system; the skeletal system; an introduction to first aid; bleeding; dressings and bandages; specific injuries; shock; poisoning; artificial respiration; choking and swallowed objects; burns; frostbite and freezing; heat stroke, heat exhaustion, and heat cramps; bone and joint injuries; sudden illness; and moving a victim from a dangerous place. Units contain up to 25 subtopics, each with illustrations and exercises. The accompanying teaching guide contains a section on procedures, techniques, and strategies for use of the instructional materials, and answer keys for each unit. (MSE)

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EVERY BODY NEEDS FIRST AID . . .

A Manual for LEP Students

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EVERY BODY
NEEDS FIRST AID . . .

A MANUAL
FOR LEP STUDENTS

MANFORD BYRD, JR.
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

ACKNOWLEDGMENT

Department of Multilingual Education
Dr. Eduardo Cadavid, Assistant Superintendent

Nicholas Senn Metropolitan Academy
John T. Martin, Principal

This material was developed and field-tested at Senn Metropolitan Academy under ESEA Title VII grant funding for Writing Content Area Materials for LEP (Limited-English-Proficient) Students.

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July, 1986

PREFACE

BASIC FIRST AID INFORMATION for LEP STUDENTS was developed at Senn Metropolitan Academy under the auspices of Title VII funding for the purpose of meeting the needs of Limited English Proficient students who are unable to read and learn from privately published texts.

It is not intended for use by people seeking certification as paramedics. It is a compiliation of the fundamentals of first aid care. The American Red Cross has published a good standard first aid book which is readily available for further study.

Now that this textual material is completed (in DRAFT form) and has been field tested in high school classes, we find that it not only satisfies the study needs of non-native speakers of English for whom it was originally prepared, but it can also be used effectively in all high school first aid classes due to its

- simplified level of English
- simplified format
- sequential ordering of information
- detailed table of contents
- concise line drawings placed close to relevant text which demonstrate the techniques outlined
- practical and written exercises accompanying each topic

Teachers who use this text are encouraged to follow the Teachers' Guide for the instruction of limited-English proficient students. The teacher should also note that a great deal of demonstration and practice must accompany this written text if students are expected to perform the first aid techniques covered herein.

Teachers should remember that they are not teaching English and that the evaluation of a student's progress should be based on his knowledge of, and proficiency in, first aid techniques.

Suggestions for improving this material are welcome and should be addressed to the Title VII coordinators at Senn Metropolitan Academy.

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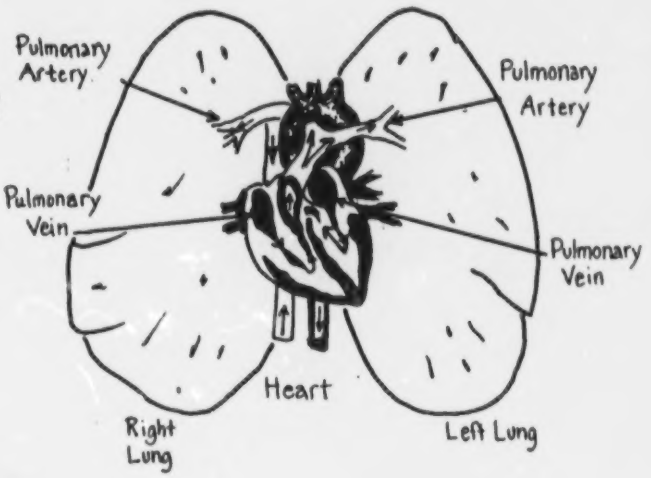
THE CIRCULATORY SYSTEM

The circulatory system is the body's blood system. The three major parts of the circulatory system are:

- the heart,
- the arteries, and
- the veins.



The heart is the center of the circulatory system. It is a muscle in your chest cavity (space). It is between your lungs.

Your breastbone and ribs protect your heart.

The arteries are blood vessels (tubes). They carry blood from the heart to all parts of the body.

The veins are blood vessels. They return (carry back) blood from all parts of the body to the heart.

Exercise 1

Complete the sentences below. Use the words in the box.

arteries	lungs
blood	muscle
breastbone	ribs
heart	veins

1. The circulatory system is the body's _____ system.
2. The three major parts of the circulatory system are:
   the _____
   the _____
   the _____
3. The heart is a _____ in your chest cavity.
4. The heart is between your _____.
5. Your _____ and _____ protect your heart.

Exercise 2 - Write TRUE or FALSE.

1. _____ The head is the center of the circulatory system.
2. _____ The arteries carry blood from the heart to all parts of the body.
3. _____ The veins return blood from the body parts to the heart.

The circulatory system has two important jobs:

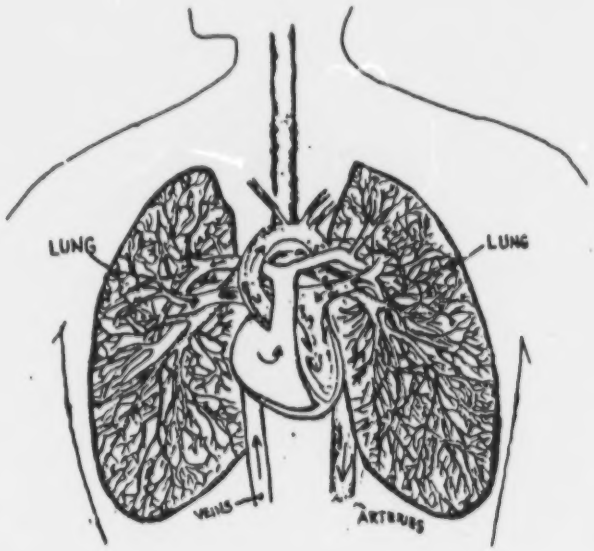
- moving oxygen, food and waste materials through the body, and
- regulating (controlling) body temperature.

Moving Oxygen Through the Body

We need oxygen to live.
We don't need carbon dioxide.
It is a waste product.
Your body must get rid of it.

The heart pushes
blood full of oxygen
from the heart
through the arteries
to all parts of the body.

The blood picks up
carbon dioxide
and carries it
through the veins
back to the heart. The carbon dioxide goes into the lungs.
It is pushed out of your body when you exhale (breathe out).



Then the blood picks up new oxygen in the lungs
and begins circulating through the body -- again.

All parts of the body need oxygen. Brain cells, for example, die after three or four minutes without oxygen.

Exercise 3

Write the letter of the correct answer next to the definition. One letter is not used.

1. ___ We need this to live.
2. ___ a waste product
3. ___ breathe out

a. carbon dioxide
b. exhale
c. inhale
d. oxygen

Regulating Body Temperature

Your body temperature stays at about 98.6°F (37°C). Your blood keeps your body about the same temperature all the time.

On hot days, blood flows to the surface of your body. It cools at the surface. It keeps your body from overheating (getting too hot).

On very cold days, very little blood comes to the surface. The blood stays deep inside the body to protect the organs (heart, lungs, liver, etc.). Then the body doesn't lose much heat.

Exercise 4

Check (✓) three correct answers.

1. On hot days
   - ( ) blood flows to the surface.
   - ( ) very little blood comes to the surface.
   - ( ) blood cools.
   - ( ) blood overheats.
   - ( ) blood keeps your body from overheating.

2. On very cold days
   - ( ) blood protects the organs.
   - ( ) you perspire.
   - ( ) the body doesn't lose much heat.
   - ( ) warm blood stays deep inside the body.
   - ( ) blood flows to the surface of the body.

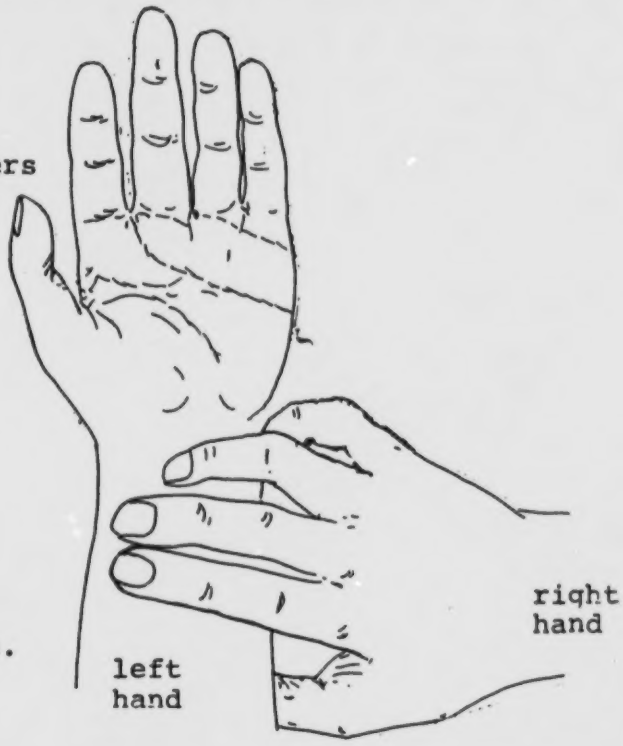
3. Healthy body temperature
   - ( ) is 98.6°F.
   - ( ) is 106°F.
   - ( ) is 96.8°F.
   - ( ) is 37°C.
   - ( ) is about the same all the time.

Your Heartbeat and Pulse Rate

The heart beats (pumps) many times a minute.
An adult's heart beats between 70 and 80 times a minute.
A child's heart beats between 60 and 90 times a minute.

Find your pulse this way:

1. Hold your left hand out.
   Your palm is up.
2. Put the second and third fingers
   of your right hand
   on your left wrist
   below your thumb.
3. Put your right thumb
   under your left wrist.
4. Press gently.



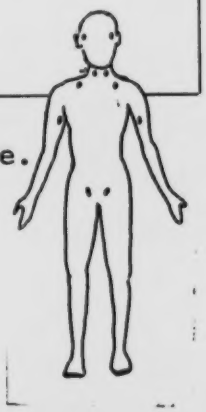
Find your pulse.
Now, check your pulse rate.
Your teacher will tell you
when to begin counting your pulse.
He/she will tell you
when to stop counting
(after one minute).

Exercise 5

Number the sentences in the correct order.

Find your pulse this way:

___ Put your right thumb under your left wrist.
___ Put the second and third fingers of your right hand on your left wrist below your thumb.
___ Hold your left hand out. Your palm is up.
___ Press gently.



Here are other places to find your pulse.
Each dot is called a pressure point.
(See page 25.)

UNIT II

THE RESPIRATORY SYSTEM

The respiratory system is your breathing system.

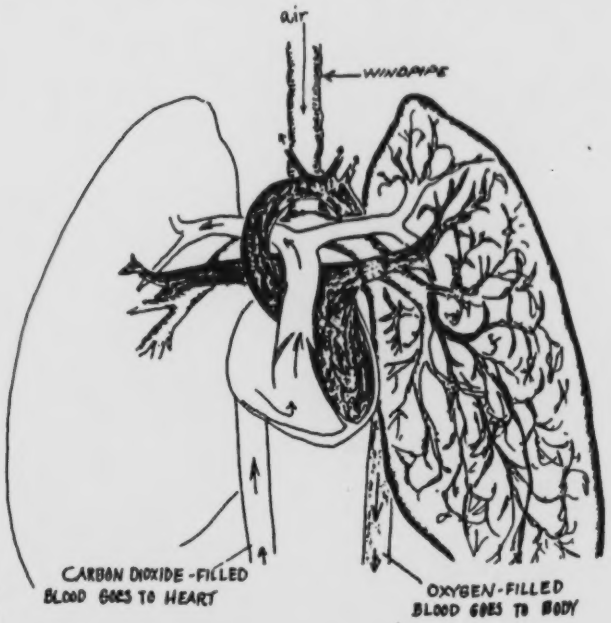
Breathing brings oxygen into your body. Oxygen is a gas. Your body needs oxygen to live.

Breathing pushes carbon dioxide out of your body. Carbon dioxide is a gas. It is a waste product -- your body must get rid of it.

Your Lungs and Heart Work Together

. You breathe in (inhale) air through your nose and mouth.
. The air goes down the windpipe to the lungs.
. In the lungs, oxygen is transferred to the blood.
. The oxygen-filled blood goes to the heart.
. The heart pumps the oxygen-filled blood to all parts of the body.

. The blood picks up carbon dioxide from all parts of the body.
. The carbon dioxide-filled blood goes to the heart.
. The heart pumps it to the lungs.
. In the lungs, the carbon dioxide is transferred to the air in the lungs.
. You breathe out (exhale) the carbon dioxide and air.



Exercise 1

Number the sentences below in the correct order.

Then write them in the correct order.

___ The oxygen-filled blood goes to the heart.

___ In the lungs, the carbon dioxide is transferred to the air in the lungs.

_1_ You breathe in (inhale)air through your nose.

___ In the lungs, oxygen is transferred to the blood.

___ The air goes down the windpipe to the lungs.

___ The carbon dioxide-filled blood goes to the heart.

___ The blood picks up carbon dioxide from all parts of the body.

___ The heart pumps it to the lungs.

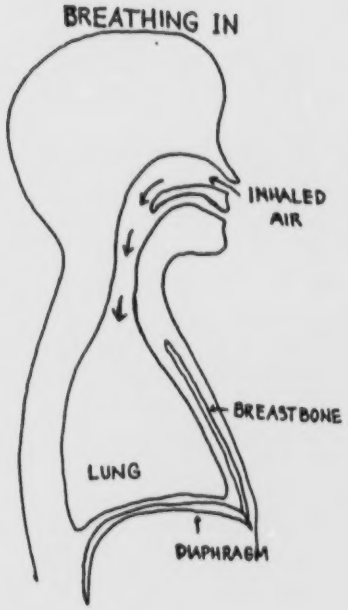
___ You breathe out (exhale) the carbon dioxide and air.

___ The heart pumps the oxygen-filled blood to all parts of the body.

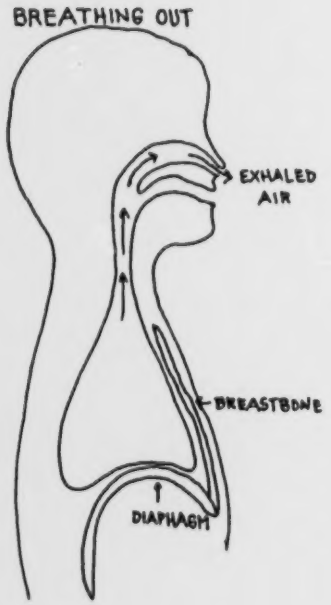
1. You breathe in (inhale) air through your nose.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

How You Breathe

Your lungs are soft and spongy.
There is a layer of muscle under your lungs.
It is called the diaphragm.
The diaphragm helps you breathe.



a. You breathe in (inhale).
b. The diaphragm moves down.
c. The chest cavity becomes bigger.
d. Air fills the lungs.



e. You breathe out (exhale).
f. Your diaphragm moves up.
g. The chest cavity becomes smaller.
h. Air is pushed out of the lungs.

Exercise 2

Write each sentence in the correct box.

Air fills the lungs.
Air is pushed out of the lungs.
The chest cavity becomes bigger.
The chest cavity becomes smaller.
The diaphragm moves down.
The diaphragm moves up.
You breathe in.
You breathe out.

INHALE

a. _____

b. _____

c. _____

d. _____

EXHALE

e. _____

f. _____

g. _____

h. _____

The Windpipe and the Esophagus

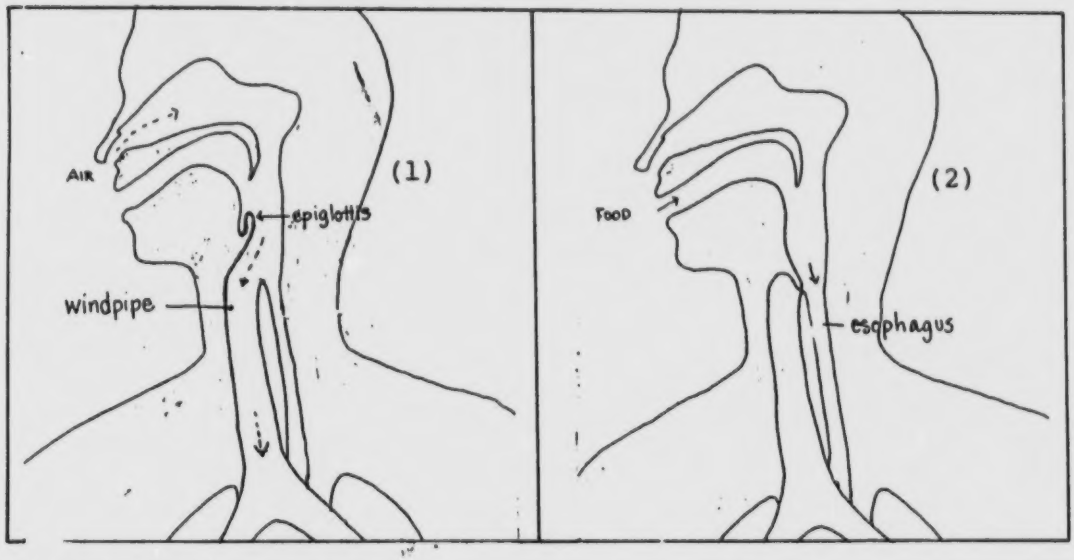
Air and food go down the same tube for a short distance. Then the tube from the mouth divides into two tubes (passages):

- the windpipe (air passage) and
- the esophagus (food passage)

Air goes down the windpipe to the lungs. (1)
Food goes down the esophagus to the stomach. (2)

Look at the illustrations below. Find the epiglottis. When food is swallowed, the epiglottis is pushed down. It covers the windpipe. Food can't go down the windpipe.(2)

Sometimes a person laughs or coughs while swallowing food. Food goes down the windpipe. It blocks the windpipe. Air can't get to the lungs. The person chokes. (See Unit XI - CHOKING.)

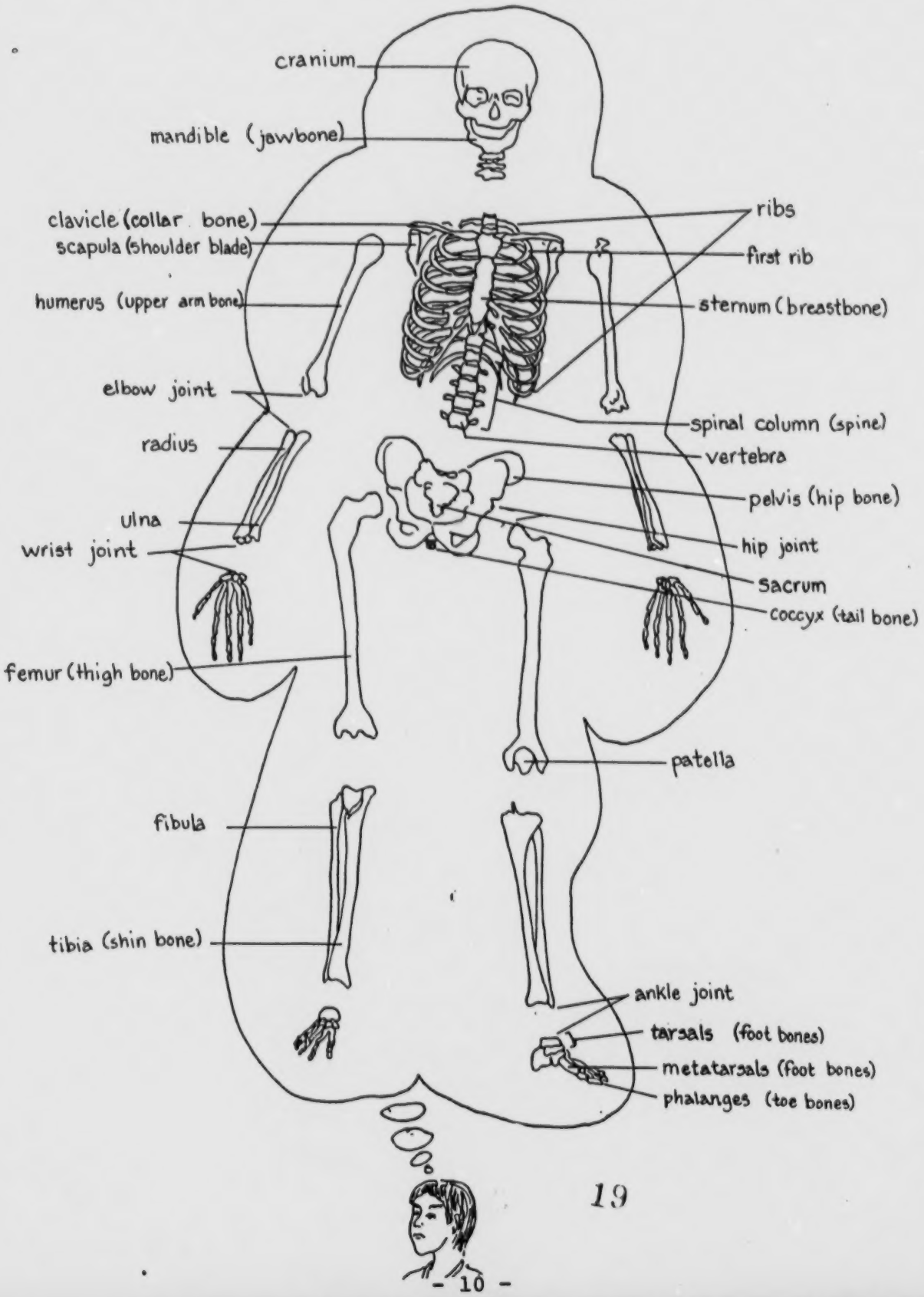


Exercise 3

Write TRUE or FALSE.

1. _____ Air and food go down the same tube for a short distance.
2. _____ The tube from the mouth divides into three tubes.
3. _____ Air goes down the windpipe to the lungs.
4. _____ Food goes down the esophagus to the heart.

Think of the skeleton from top to bottom.



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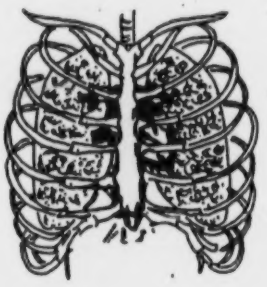
THE SKELETAL SYSTEM:
BONES AND MUSCLES

Your skeleton is the living framework of your body.
Your skeleton is made of bone and cartilage.

BONES

There are 206 bones in your skeleton.
They are different sizes and shapes. You cannot see your bones.
They are covered with flesh (skin and muscles).
Bones are very strong, but they do not weigh very much.

Bones Do Various (Many Different) Jobs



- Bones support the body.
- Bones protect organs.
  For example, the ribs make a cage to protect your lungs and heart.
- Bones store (keep for future use) minerals and chemicals that the body needs.
- Red and white blood cells are made in the bones.
  Red blood cells carry oxygen to different parts of the body.
  White blood cells fight infection (sickness).

Exercise 1

Complete the sentences. Use the words in the box.

blood cells	body
chemicals	infection
minerals	organs
oxygen	

1. Bones support the _____.
2. Bones protect _____.
3. Bones store _____ and _____.
4. Red and white _____ _____ are made in the bones.
5. Red blood cells carry _____.
6. White blood cells fight _____.

YOUR SKELETON

There are five different groups of bones in your body.

Skull

There are 29 bones in your skull. These bones protect your brain, your eyes and parts of your ears. The smallest bones in your body are in your ears.

1. cranium
2. mandible (jawbone)

Breastbone and Ribs

You have 24 ribs. The ribs are attached to your breastbone in the front of your body. The ribs are attached to your spinal column in the back. They make a cage to protect your heart and lungs.

3. ribs
4. first rib
5. sternum (breastbone)

Spine

The spine has 26 bones. These bones are called vertebrae. (One of these bones is a vertebra.) The vertebrae protect your spinal cord. There are many nerves in your spinal cord. Nerves give you feeling.

6. spinal column (spine)
7. vertebra

Shoulders, Arms and Hands

There are 64 bones in this group. You can do many things with this group of bones: throw a ball, pick up things, sew, draw and type.

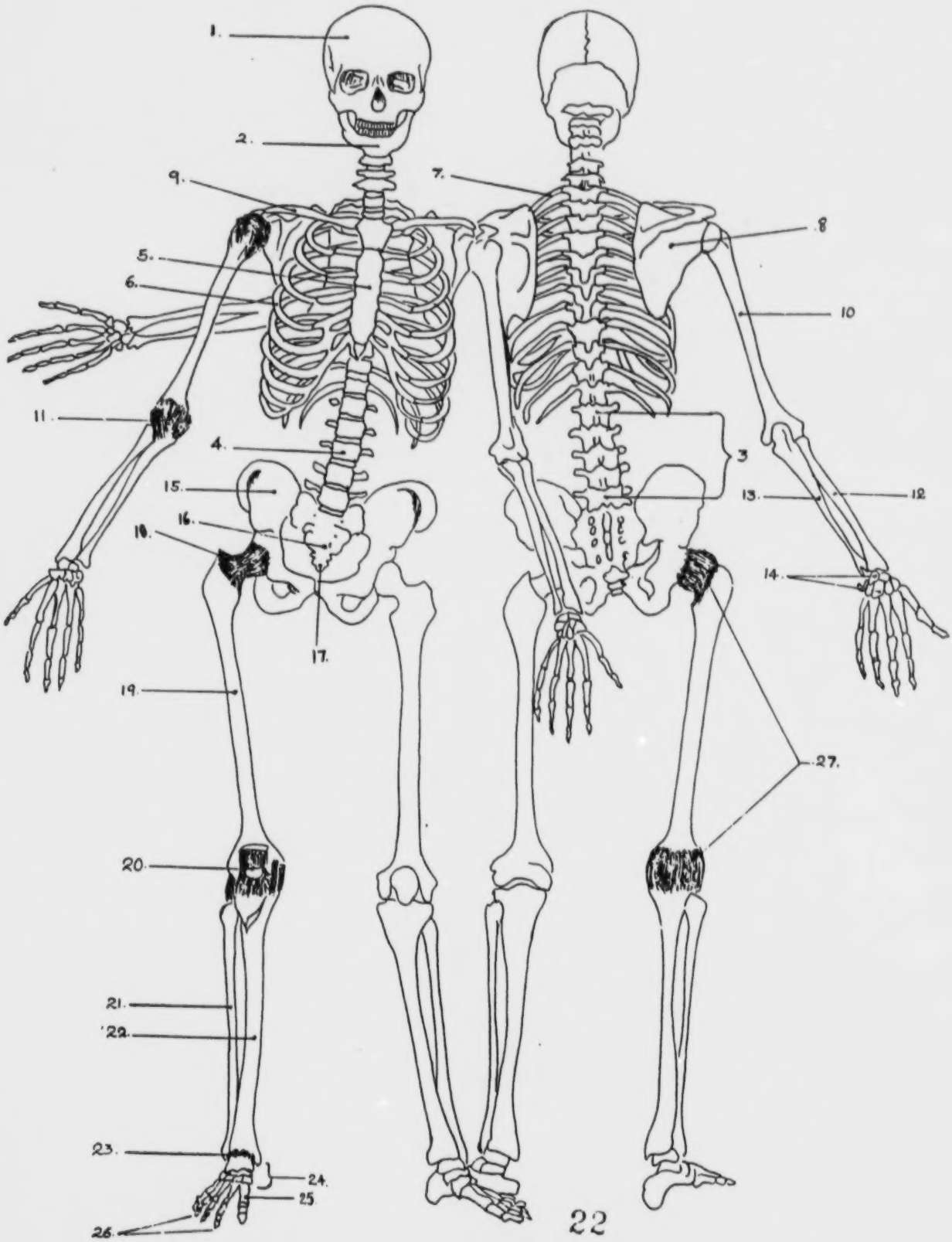
8. clavicle (collar bone)
9. scapula (shoulder blade)
10. humerus (upper arm bone)
11. elbow joint
12. radius
13. ulna
14. wrist joint

Pelvis, Legs and Feet

The thighbone is the largest bone in your body. It makes up one fourth (¼) of your height.

15. pelvis (hip bone)
16. sacrum
17. coccyx (tail bone)
18. hip joint
19. femur (thigh bone)
20. patella
21. fibula
22. tibia (shin bone)
23. ankle joint
24. tarsals } (foot bones)
25. metatarsals }
26. phalanges (toe bones)
27. ligaments

Ligaments hold the bones together. This chart shows only hip and knee ligaments.



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Exercise 2

Write the words in the box under the correct headings.

clavicle
cranium
mandible
patella
radius
ribs
spinal column
sternum
tarsals
vertebra

Skull

a. _____

b. _____

Spine

c. _____

d. _____

Breastbone and Ribs

e. _____

f. _____

Shoulders, Arms and Hands

g. _____

h. _____

Pelvis, Legs and Feet

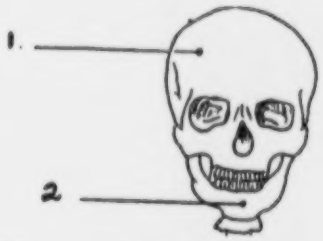
i. _____

j. _____ 23

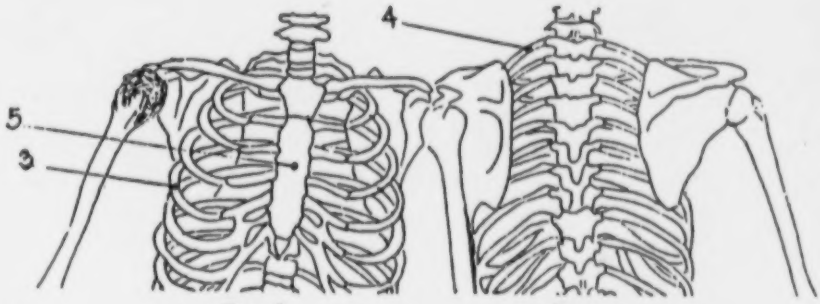
Exercise 3 (Look at pages 10, 12 and 13.)

Label the bones, joints and ligaments.

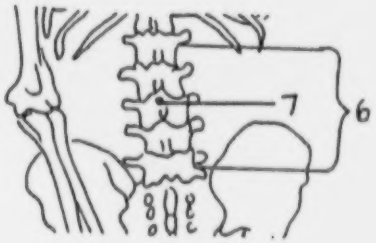
1. _____
2. _____



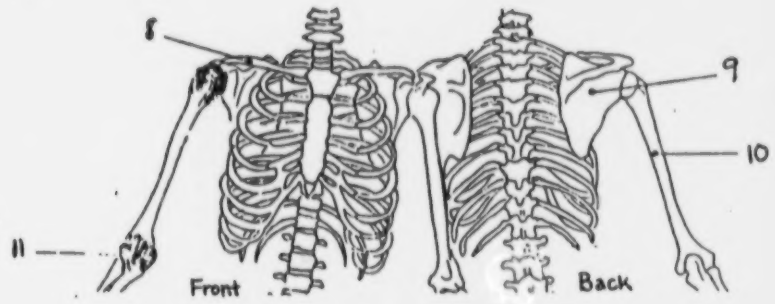
3. _____
4. _____
5. _____



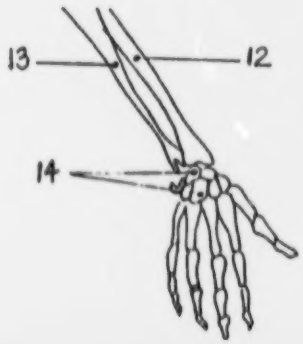
6. _____
7. _____



8. _____
9. _____
10. _____
11. _____



12. _____
13. _____
14. _____



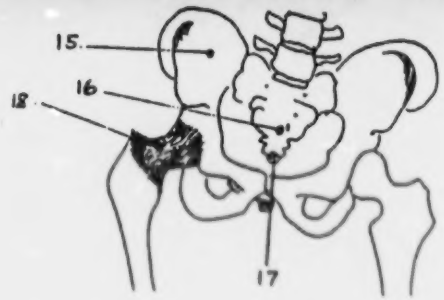
Exercise 3 continued

15. _____

16. _____

17. _____

18. _____

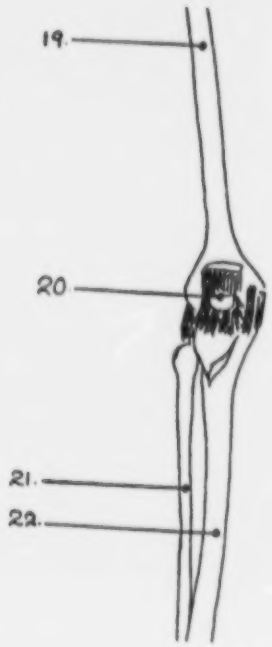


19. _____

20. _____

21. _____

22. _____

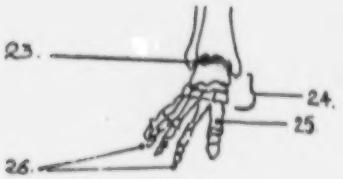


23. _____

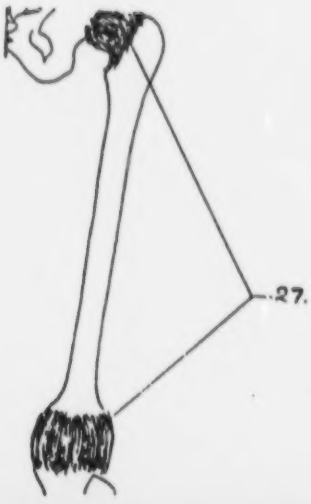
24. _____

25. _____

26. _____



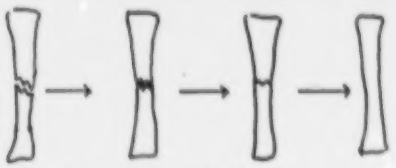
27. _____



Broken Bones

Sometimes people break their bones. Here is what happens:

- More blood moves to this area. The flesh (skin and muscles) becomes swollen (bigger) and darker.
- The pieces of bone must be put back in the correct position. A doctor must do this. YOU must not do this.
- The edges of the broken bone make new bone cells. The edges grow together. The bone heals.



How a Broken Bone Heals

Exercise 4

Write the sentences below in the correct order.
The first one is done for you.

- The edges grow together.
- A doctor puts the pieces of bone in the correct position.
- The edges of the broken bone make new bone cells.
- Sometimes people break their bones.
- The bone heals.

1. Sometimes people break their bones.
2. _____
3. _____
4. _____
5. _____

CARTILAGE

Cartilage is softer than bone.

A baby's skeleton is mostly cartilage.
As you grow older, the cartilage becomes harder.
It turns into bone. But, all cartilage does not become bone.
Feel your nose and ears. They are made of cartilage
and will never be bone.

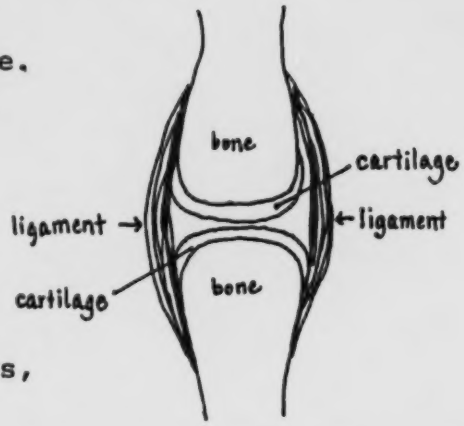
The whole body must be healthy for bones and cartilage to grow and be strong.

Exercise 5 - Write TRUE or FALSE.

1. _____ Cartilage is harder than bone.
2. _____ A baby's skeleton is mostly cartilage.
3. _____ Your nose and ears are made of bone.

JOINTS

Two bones meet in one place.
This place is called a joint.
A bone can't bend.
You need joints to
bend, turn, or twist
any part of your body.
For example, you have joints
in your hips, knees, shoulders,
and fingers.



A smooth layer of cartilage covers the ends of bones.
Then the bones don't rub together.

Ligaments (tough rope-like tissue) tie the bones together.

Dislocations

Sometimes bones are pulled apart -- out of joint.
This is called dislocation.

The bones must be put together -- in joint -- again.
A doctor must do this. (For First Aid, see page 113.)

Sprains

Sometimes you bend or twist a part of your body
(for example, your arm or leg) too far.
You stretch or tear a tendon (this tough rope-like tissue
ties muscles to bones) or ligaments.
(For First Aid, see page 115.)

Exercise 6

Write the letter of each definition on the correct line.

_____	tendon	a. sprain
_____	ligament	b. ties bones together
_____	a bone pulled out of joint	c. ties muscles to bones
		d. dislocation
_____	a torn ligament or tendon	

MUSCLES

Skeletal muscles
are connected to your bones.
Tendons (tough rope-like tissue)
tie your muscles to your bones.

Skeletal muscles
work with your bones.
These muscles control
every move you make.
You need them to bend and twist
your joints. You use muscles for
running, walking, jumping,
driving a car and blinking your eyes.

Strains

Sometimes you stretch a muscle
too far. This is called a
pulled muscle or a strain.
Back strains are common injuries.
(For First Aid, see page 115.)

Exercise 7

Complete the sentences.

1. Skeletal muscles are connected to your _____.
2. Tendons tie your _____ to your bones.
3. Sometimes you stretch a muscle too far. This is called a _____ muscle or a _____.

FIRST AID

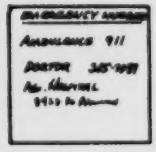
What is first aid? First aid means "first help". It is immediate help in an emergency. (Someone is suddenly ill or someone is in an accident.) You need fast action in an emergency.

You have to know what to do. You have to know what NOT to do.

First aid does NOT replace medical treatment. A doctor gives medical treatment. But, first aid CAN keep a person alive before the doctor comes.

Everyone should have a list of emergency phone numbers:

- the police department (dial 911)
- emergency ambulance service (911)
- a doctor
- a hospital near by (address and phone number)



Exercise 1
Homework

Get these names, addresses and telephone numbers:

1. a doctor

_____ (name) _____ (address) _____ (phone)

2. a hospital close to your home

_____ (name) _____ (address) _____ (phone)

Exercise 2

Write TRUE or FALSE.

1. _____ First aid means first help.
2. _____ You need slow action in an emergency.
3. _____ First aid replaces medical treatment.
4. _____ First aid can keep a person alive before the doctor comes.
5. _____ Dial 911 for the police department and for emergency ambulance service.

Help is coming.
YOU do these things:

. Remove the victim (the sick or injured person) from a dangerous place.
. Is the victim breathing?
  If NOT, give artificial respiration.
. Is the victim bleeding a lot?
  Stop severe (a lot of) bleeding.
. Are there signs of poisoning?
  Give first aid for poisoning IMMEDIATELY.
. Keep the victim comfortable and warm.
. Stay with the victim. Wait for medical help to come.

Exercise 3

Complete the sentences below.

1. Remove the victim from a _____ place.
2. Is the victim breathing? When he is NOT breathing, give _____ _____.
3. Stop severe _____.
4. Give first aid for poisoning _____.
5. Keep the victim _____ and _____.
6. Wait for _____ _____ to come.

BLEEDING

Severe (a lot of) bleeding is very dangerous. A person can bleed to death in a few minutes.

Bleeding can cause shock (See page 56.). FIRST treat a victim for bleeding. THEN give first aid for shock.

There are four ways to stop bleeding:

1. direct pressure
2. elevation
3. pressure points
4. tourniquets

First, use direct pressure. If bleeding continues, use direct pressure and elevation. If bleeding still continues, use pressure points. If severe bleeding still continues, and victim is in danger of bleeding to death, then use a tourniquet.

Exercise 1

Complete the sentences. Use the words in the box. Be careful! One answer is used twice.

pressure points
direct pressure
a tourniquet
elevation

To stop bleeding:

First, use _____.

If bleeding continues, use _____

and _____.

If bleeding still continues, use

_____.

If severe bleeding still continues, then

use _____.

Direct Pressure

- Put a piece of clean cloth (a clean towel, sheet, undershirt, etc.) on the wound.
  Sometimes you can't find a piece of cloth.
  Use your bare hand.
- Press down on the wound.
  Keep pressing down for ten minutes or more.
- Sometimes blood soaks through the piece of cloth.
  Put another piece of cloth on top of it.
- Do not remove the cloth from the wound.
  Tie a bandage over the cloth to keep it in place.

PRACTICE IN CLASS.
WORK WITH A PARTNER.

Exercise 2

Direct Pressure

Write these sentences in the correct order:

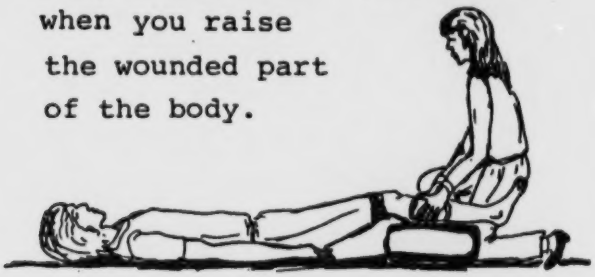
. Keep pressing down for ten minutes or more.
. Put a piece of clean cloth on the wound.
. Tie a bandage over the cloth.

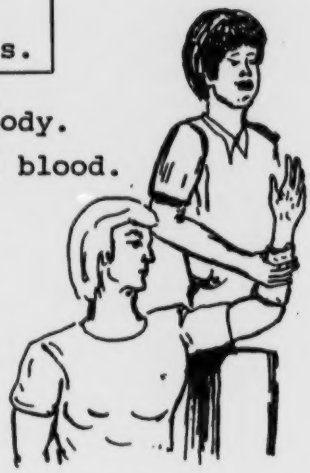
1. _____
2. _____
3. _____

Elevation

IMPORTANT:
First check for broken bones.
Do NOT move a person with broken bones.

- Raise (lift) the wounded part of the body.
  This slows down the flow (movement) of blood.
- Keep using direct pressure
  when you raise
  the wounded part
  of the body.





Exercise 3

Write TRUE or FALSE.

Elevation

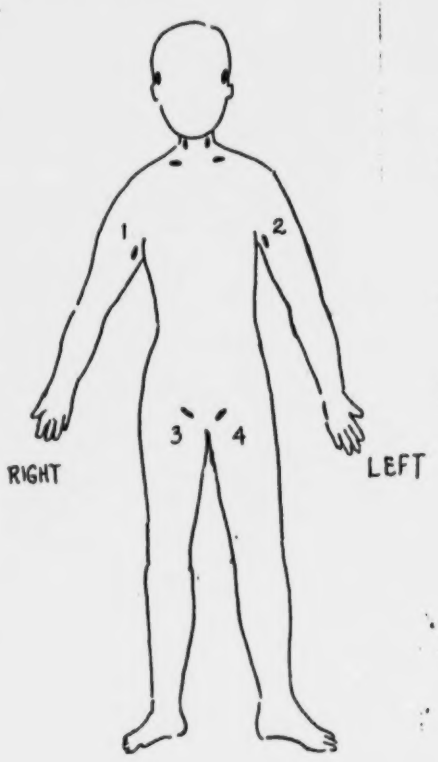
1. _____ First check for shock.
2. _____ Move a person with broken bones.
3. _____ Raise the wounded part of the body.
4. _____ This slows down the flow of blood.
5. _____ Stop using direct pressure
   when you raise the wounded part of the body.

Pressure Points

Sometimes direct pressure and elevation
do not stop the bleeding.
Then you should find a pressure point and press it.

Pressure points are shown in the illustration.

- Press a pressure point.
  You are now pressing
  a main artery
  against a bone.
- Now the flow of blood
  to the wounded part of the body
  stops.
  For example, your right arm
  is wounded. Press down on
  pressure point 1.
- Press your fingers
  flat against the bone.
  This stops the flow of blood
  to your right arm.
- Continue to use direct pressure
  on the wound
  with your other hand.



Exercise 4

Complete the sentences below.

1. The victim's right leg is wounded.
   Press down on pressure point _____.
2. The victim's left arm is wounded.
   Press down on pressure point _____.
3. The victim's left leg is wounded.
   Press down on pressure point _____.
4. When pressing down on a pressure point,
   continue to use _____ _____
   on the wound.

Tourniquets

Sometimes direct pressure, elevation, and pressure points don't stop severe bleeding.

IF YOU THINK THE VICTIM WILL BLEED TO DEATH, USE A TOURNIQUET.

. Use a tourniquet ONLY to save a life.
. To use a tourniquet can mean: save a life; lose an arm or leg.
. Loosen the tourniquet ONLY when a doctor says, "Loosen the tourniquet."

. Use a wide (2" or wider) cloth.
. Place the cloth above the wound.
. Wrap it twice around the arm or leg.
. Tie the ends of the cloth in a half knot. (1)
. Place a stick or strong, straight object (5 to 10" long) on top of the half knot.
. Tie two full knots over the stick. (2)
. Twist the stick until the bleeding stops. (3)
. Tie the stick in place.
. Attach a note to the victim's clothing

OR

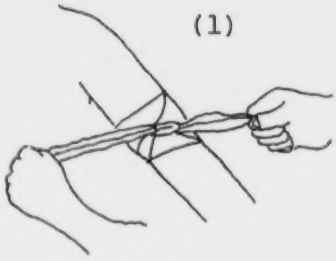
write with lipstick on the victim's forehead.

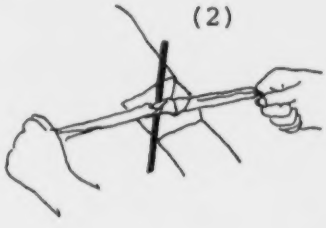
Write
the place of the tourniquet

and

the time the tourniquet was tied.

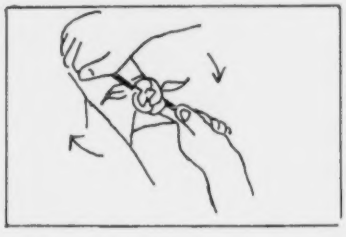
. NEVER cover a tourniquet!

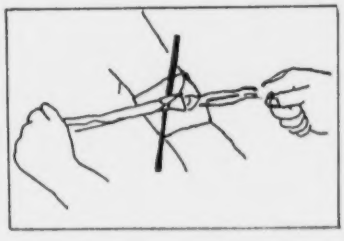


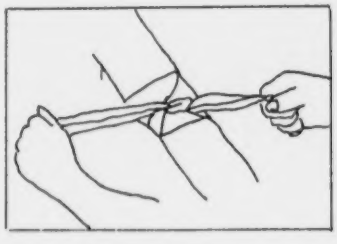


Exercise 5

Number these pictures in the correct order.







_____ _____ _____

First Aid for Small Cuts and Wounds

. Wash the cut with soap and water.
. Pat it dry. Use a clean cloth or paper towel.
. Put a plastic strip (for example, a Band-Aid) over the cut.

Exercise 6

Copy these sentences. Memorize them.

First Aid for Small Cuts and Wounds

1. Wash the cut with soap and water.

_____

_____

2. Pat it dry. Use a clean cloth or paper towel.

_____

_____

3. Put a plastic strip over the cut.

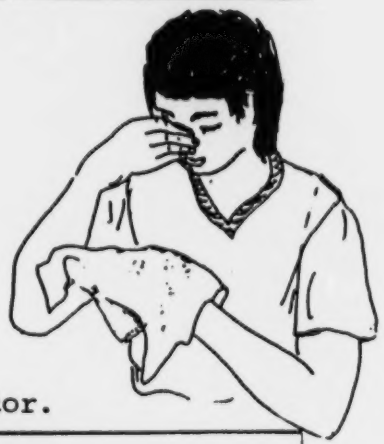
_____

_____

First Aid for Nosebleeds

Most nosebleeds are not dangerous.
Do this if you have a nosebleed:

. Sit quietly. Lean forward.
. Press both sides of your nose with your fingertips.
. Do NOT blow your nose.
. Sometimes the bleeding doesn't stop. Wait fifteen minutes. Then call a doctor.



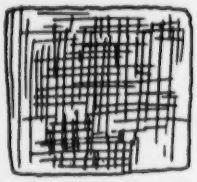
Exercise 7 - First Aid for Nosebleeds

Check (✓) all the correct statements.

1. ( ) Most nosebleeds are not dangerous.
2. ( ) Sit quietly.
3. ( ) Lean backwards.
4. ( ) Blow your nose.
5. ( ) Wait fifteen minutes. Then call a doctor.

DRESSINGS AND BANDAGES

DRESSINGS (COMPRESSES)



A dressing is a pad made of gauze or other cloth -- usually cotton. It is placed directly on a wound. A dressing

- helps stop bleeding, and
- keeps germs from entering the wound. (Germs cause infections.)

A dressing must be sterile (very clean, with no germs). You can buy sterile gauze pads at a drugstore.

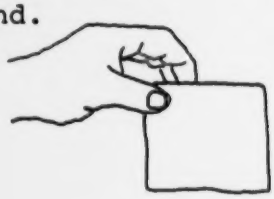
You can make a sterile dressing at home this way:

- Use a clean handkerchief, towel, piece of sheet or other plain cotton cloth.
- Wrap it in aluminum foil and place it in an oven at 350° for 3 hours, OR
- Boil it for 15 minutes and let it dry before using it.

NOTE: In an emergency, you can use a disposable diaper, a very clean cotton diaper, or a sanitary napkin.

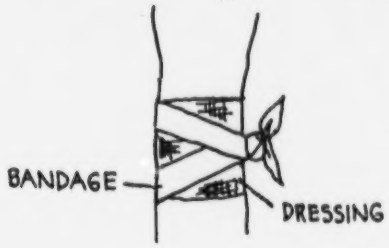
Using a Dressing

- Hold the dressing at the edges.
- Do not cough or breath on the dressing.
- The dressing should be bigger than the wound.
- GENTLY place the dressing on the wound.
- Use a bandage or adhesive tape to hold the dressing in place.



BANDAGES

A bandage is a strip of cloth. It holds the dressing in place.



A bandage must be clean.
But -- it DOES NOT have to be sterile.
The most useful bandages are:

. gauze bandages
. elastic (stretch) bandages
. triangular bandages
(large cloth triangles)

NOTE: Emergency bandages can be made from handkerchiefs, towels, belts, socks, or pantyhose.

Exercise 1

Write the answers in the correct column.

a. compress
b. does not have to be sterile
c. gauze or cloth pad
d. helps stop bleeding
e. holds dressing in place
f. keeps germs out of wound
g. must be sterile
h. strip of cloth

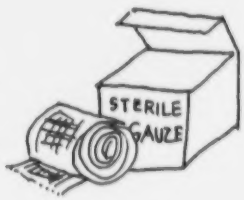
DRESSING	BANDAGE

Gauze Bandages

You buy these bandages in rolls.
There are different widths (1", 2", 3").
Use gauze bandages to hold dressings in place.

You will learn to make:

- circular bandages
- spiral bandages
- figure-of-eight bandages
- fingertip bandages



BE CAREFUL:
Do NOT apply a wet gauze bandage.
It will shrink (get smaller) when it dries.
Then it will be too tight.

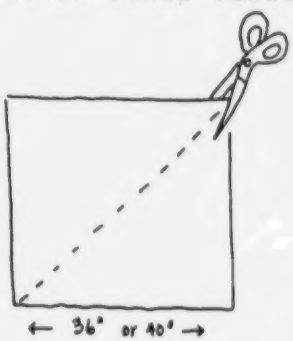
Elastic Bandages

Elastic bandages are support bandages.
You use them to support a sprain or strain (for example, a sprained ankle or wrist). You buy these bandages in rolls just like gauze bandages. They are expensive, but you can wash them and use them again.
(Gauze bandages can be used only once.)

BE CAREFUL:
Do NOT stretch an elastic bandage. It will be too tight.
A too-tight elastic bandage stops circulation (the movement of blood in veins and arteries).

Triangular Bandages

A triangular bandage is usually made of cotton.
You can make one out of a piece of sheet or other fabric.
Cut a 36" or 40" square.
Then cut the square on the diagonal.
Now you have two triangular bandages.



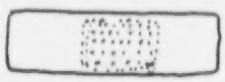
Triangular Bandages (cont.)

Use triangular bandages for:

- emergency covers for the head, hand, foot or other large areas
- slings for arms or hands
- circular, spiral, or figure-of-eight bandages
- ties for splints
- emergency dressings to stop bleeding
- tourniquets
- constricting bands (for snake bites)

Practice in class. Bring a piece of fabric. Make a triangular bandage. Make the bandages on the next pages. Work with another student.

COMBINATION DRESSING AND BANDAGE



You can buy a combination dressing and bandage in a drugstore or grocery store. This is a plastic adhesive strip with attached gauze dressing. The dressing is sterile. Look for plastic bandages or plastic strips (for example, Band-Aids).

APPLYING BANDAGES

- A bandage should not be too loose. It should be a close fit.
- A bandage should not be too tight. A very tight bandage can stop circulation (the movement of blood through veins and arteries). Do not apply a wet gauze bandage. Do not stretch an elastic bandage.
- Do not cover fingers with a bandage used on an injured arm. Do not cover toes with a bandage used on an injured foot. Check fingers and toes for swelling, changes in color, or coldness. If you see any of these signs, the bandage is too tight. Loosen it immediately.
- Suppose the victim complains of numbness (no feeling) and/or tingling (like needles sticking him). The bandage is too tight. Loosen it immediately.
- Do NOT put a tight circular bandage around a victim's neck.

Exercise 2

Write TRUE or FALSE.

1. _____ A bandage should be a close fit.
2. _____ A very tight bandage can stop infection.
3. _____ It is O.K. to apply a wet gauze bandage.
4. _____ It is O.K. to stretch an elastic bandage.
5. _____ It is O.K. to check fingers and toes for swelling, changes in color, or coldness.

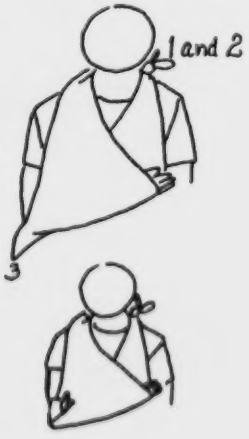
Arm Sling

Use your triangular bandage.
Put point 1 over the good shoulder.
Let point 2 hang down in front.

Pull point 3 under the elbow of the injured arm.
Pull point 2 up to the neck.
Then pull point 2 behind the neck.
Be sure the hand of the injured arm is 4 or 5" higher than the elbow.

Tie points 1 and 2 together at the side (not the back) of the neck.

Pull point 3 forward and pin it to the front of the sling.
Be sure the fingers are not covered.



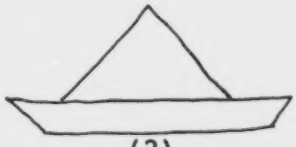
PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

Triangular Bandage for Scalp and Forehead

. Fold a 2" hem along the base. (1 & 2)
. Place dressing over wound.
. Place the bandage with the middle of the base (of the triangle) on the forehead. The hem is on the outside. The point should hang down in the back, over the neck. (3)
. Hold the two ends. Pull them to the back of the head. Cross them in back. (4)
. Now pull the two ends to the front of the head. Tie them in the center of the forehead. (5)
. The point is still hanging down in back. Now tuck it in . (6)

(1)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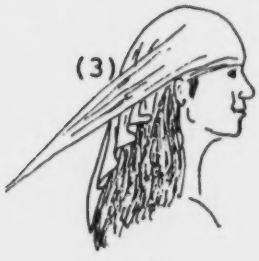

(3)

(4)

(5)

(6)

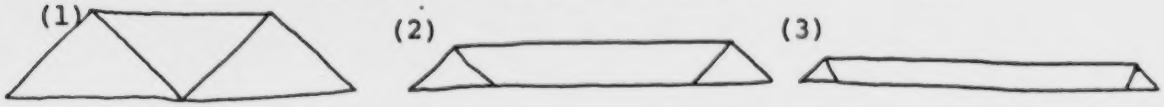
PRACTICE IN CLASS.
WORK WITH ANOTHER STUDENT.

Triangular Bandage Folded as a Cravat

A cravat is a long strip of cloth.

. Bring the point of the triangular bandage to the middle of the base. (1)

. Fold lengthwise. (2)
Fold the cravat to the right width. (3)



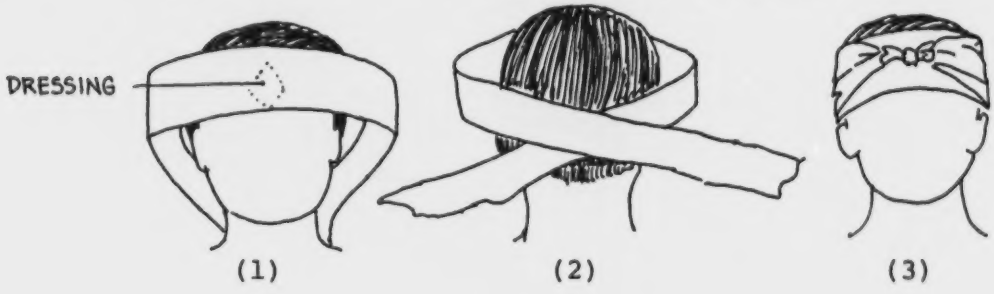
Cravat Bandage for Forehead, Ears or Eyes

. Place the dressing on the wound.

. Place the middle of the cravat over the dressing. (1)

. Pull the two ends to the back of the head.
Cross them in back. (2)

. Now pull the two ends to the front of the head.
Tie them in the center of the forehead. (3)

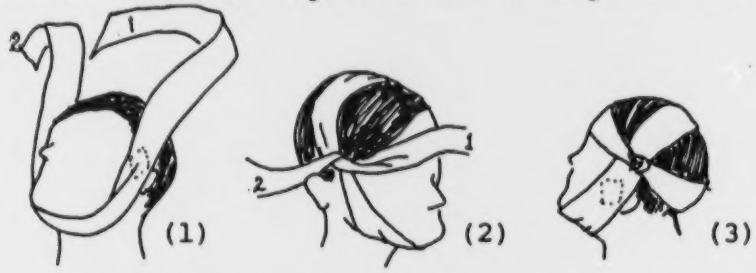


PRACTICE MAKING A CRAVAT AND
A CRAVAT BANDAGE FOR FOREHEAD, EARS OR EYES
IN CLASS.

WORK WITH ANOTHER STUDENT.

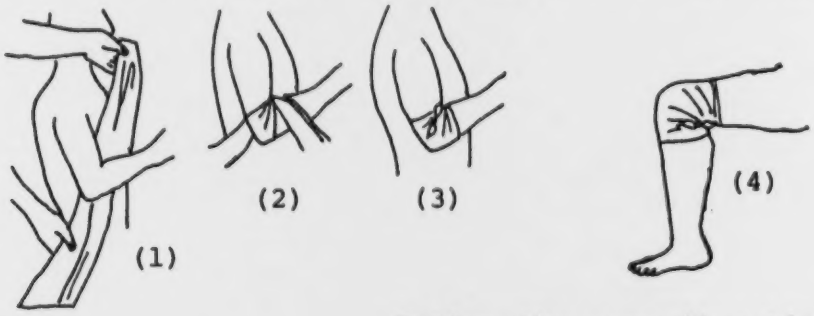
Cravat Bandage for Cheek or Ear

. Place the dressing on the wound.
. Use a wide cravat.
. Place the middle of the cravat over the dressing.
. Pull end 1 over the top of the head. (1)
. Pull end 2 under the chin. (1)
. Cross the ends on the side of the head (NOT the injured side). (2)
. Pull end 1 across the forehead. (2)
. Pull end 2 around the back of the head. (2)
. Now tie the ends together on the injured side. (3)



Cravat Bandage for Elbow or Knee

. Put the dressing on the wound.
. Use a wide cravat.
. Bend the elbow at a right angle.
. Put the middle of the bandage over the dressing. (1)
. Pull the ends around in opposite directions.
  One end goes around the upper arm.
  The other end goes around the lower arm. (2)
. Cross the ends in the hollow of the bent arm. (2)
. Continue pulling the ends around the elbow.
  Be sure you cover the dressing. (3)
. Tie the ends on the "out" side of the arm. (3)



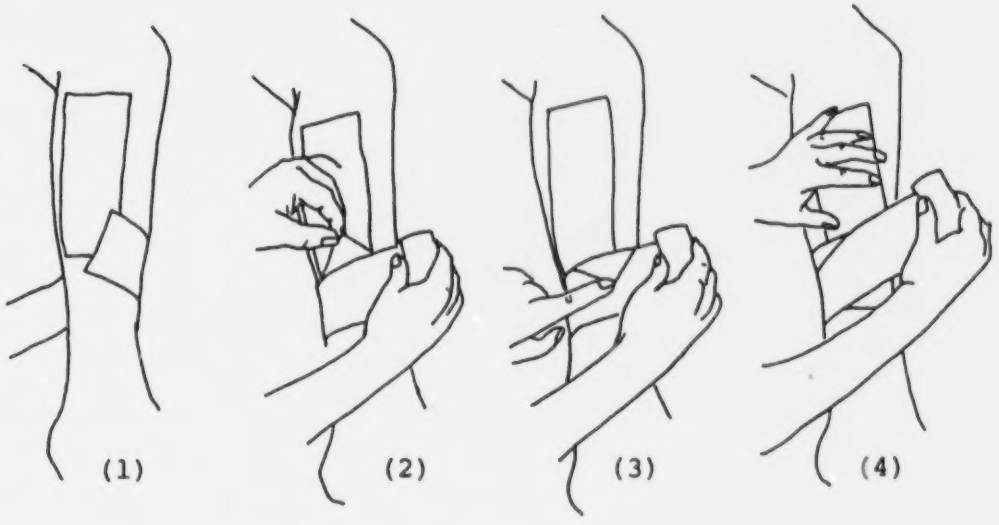
Follow the same directions
to bandage a knee. (4)

Anchor (hold in place) a Bandage

You must anchor all bandages (circular, spiral, figure-of-eight, fingertip).

Use a cravat, gauze or elastic bandage.

. Put the dressing on the wound.
. Place the end of the bandage on the bias (angle or slant). (1)
. Wrap the bandage around the leg.
  Let a corner of the bandage end stick out. (2)
. Fold down the corner of the bandage. (3)
. Continue wrapping the bandage. (4)



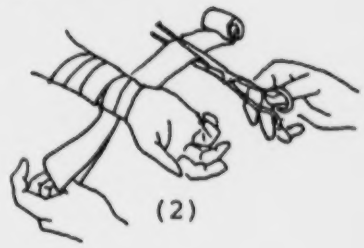
PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

Tie Off (Finish) a Bandage

(1)

- Leave enough bandage to tie off (tie the bandage so it won't come off).
- Hold the bandage end away from the wrist. (1)
- Loop the end around your thumb or finger. (2)
- Now take the end around to the opposite side of the wrist. Cut the end. (2)
- Bring the looped end and the free end together. (3)
- Tie a knot. (4)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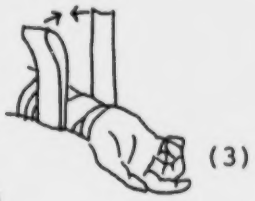

(3)

(4)

Circular Bandage

Use a circular bandage on a body part like the wrist, finger or toe.

- Put the dressing on the wound.
- Wrap the bandage over the dressing, then, around and around the wrist.

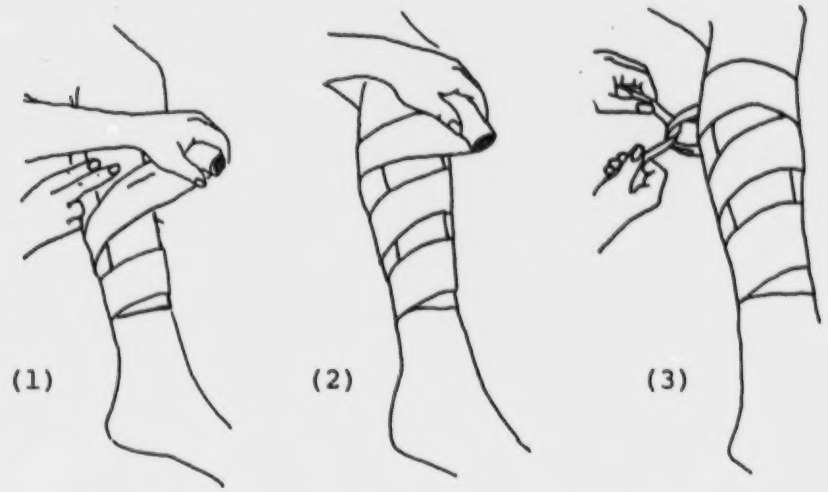
- Tie off the circular bandage. (See Tie Off a Bandage.)

PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

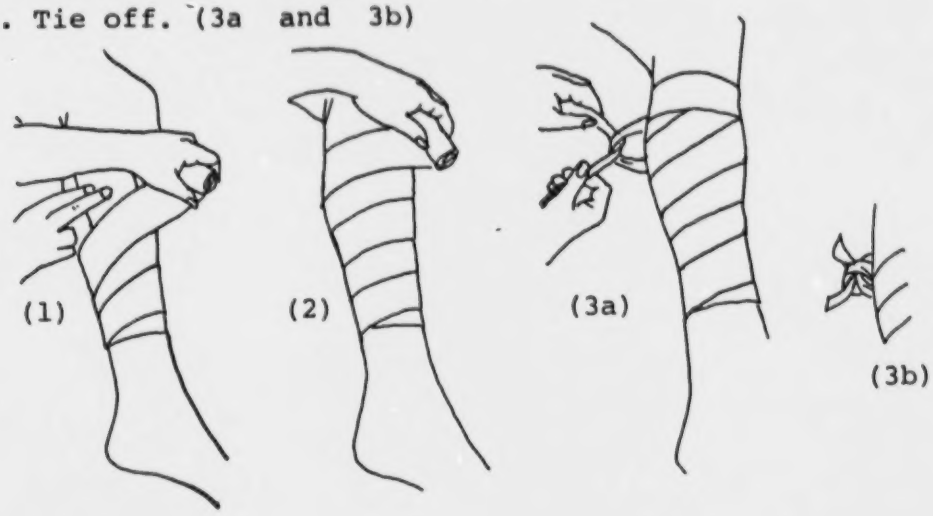
Open Spiral Bandage

. Put the dressing on the wound.
. Anchor the bandage. (1)
. Wrap the bandage around the arm or leg.
  Do NOT overlap. Leave spaces. (2)
. Tie off. (3)



Closed Spiral Bandage

. Put the dressing on the wound.
. Anchor the bandage. (1)
. Wrap the bandage around the arm or leg.
  Fill in all the spaces. (2)
. Tie off. (3a and 3b)



PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

47

Figure-of-Eight Bandage for Hand and Wrist

- Put the dressing on the wound.
- Cover the dressing with the bandage.
- Anchor the bandage with
  one or two turns around the palm.
- Bring the end across the front of the wrist
  and around the wrist. (1)
- Bring the end across the front of the wrist
  and back to the palm. (2)
- Continue this figure-of-eight bandage.
- Tie off.

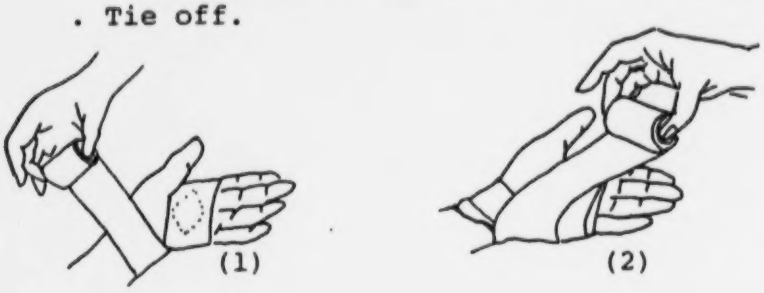
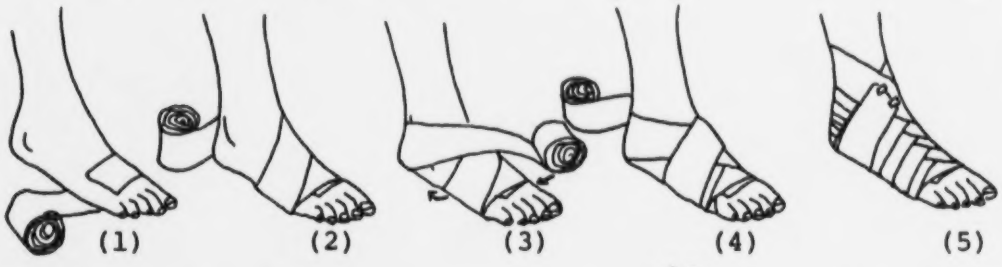


Figure-of-Eight Bandage for the Ankle

- Put the dressing on the wound.
- Anchor the bandage with one or two circular turns
  around the foot. (1)
- Bring the bandage end
  across the front of the foot.
  Wrap the bandage around the ankle. (2)
- Bring the bandage across the front of the foot
  and under the arch. (3)
- Continue figure-of-eight turns.
  Each turn partly covers the last turn. (4)
- Tie off or use clips. (5)



PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

Fingertip Bandage

Use 1" wide gauze.

(1)

- Put the dressing on the wound.
- Anchor the bandage with
  a few circular turns.(1)
- Hold the bandage at
  the bottom of the finger. (2)

(2)

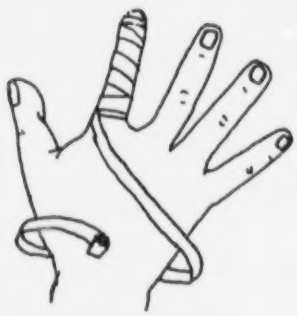
- Bring the bandage
  up the front of the finger,
  over the fingertip, and
  down the back
  to the bottom of the finger. (2)
- Repeat three times. (3)

(3)

- Wrap the bandage
  around and around (a closed spiral)
  up the finger
  and
  down the finger. (4)

(4)

- Tie off,
  tape,
  or
  use a figure-of-eight bandage around the wrist. (5, 6 & 7)



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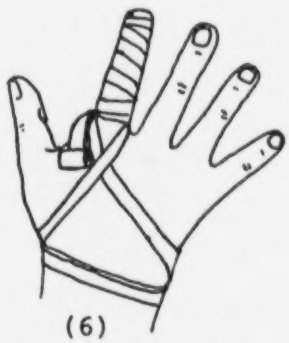

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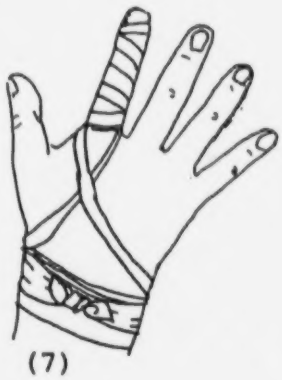


(7)

PRACTICE IN CLASS.

WORK WITH ANOTHER STUDENT.

Exercise 3

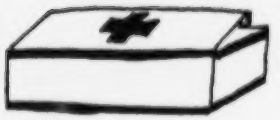
Look at pages 42 and 43 to complete the exercise below.

QUANTITY	ITEM	USE FOR
4	folded triangular bandages	a _____; a _____
2	large safety pins	a sling
1 box	adhesive strips (Band-Aids)	small cuts and wounds
12	small (2" x 2") sterile dressings	dressing for open wounds; dry dressing for burns
2	medium (8" x 7½") _____ dressings	dressing for open wounds; dry dressing for burns
1 roll	1" gauze	_____ _____
2 rolls	2" gauze	holding dressings in place
12	splints (1/4" thick, 3½" wide, 15" long) These splints can be _____ or _____.	_____ for broken arms or legs
12	wooden tongue blades	splints for broken fingers; splints for small bones; stirring solutions
15	_____ _____ (1½" long)	holding bandages in place
1		cutting bandages and dressings; removing clothing from an injured body part
1	pair of tweezers	removing _____ removing insect stingers
8 oz.	baking soda	treatment of shock; treatment of insect bites
small package	salt	treatment of _____
1 bottle with eyedropper	eyedrops (eye wash)	eyes irritated (sore) from dust, smoke or fumes (gas).
small bottle	water purification _____	You can _____ (clean) wat by boiling it. Sometimes you can't boil water. Then use water purification tablets.
1	flashlight Don't keep _____ in flashlight. Keep batteries in a plastic bag.	

FIRST-AID MATERIALS

Most accidents happen in the home. Have a first-aid kit in your home. Buy a first-aid kit, or make your own kit.

For a family of four, put the following items in a box. Wrap the box in a plastic bag.



Keep your first-aid kit away from small children.

QUANTITY	ITEM	USE FOR
4	folded triangular bandages	a sling; a cover
2	large safety pins	a sling
1 box	adhesive strips (Band-Aids)	small cuts and wounds
12	small (2" x 2") sterile dressings	dressing for open wounds; dry dressing for burns
2	medium (8" x 7½") sterile dressings	dressing for open wounds; dry dressing for burns
1 roll	1" gauze	finger bandage
2 rolls	2" gauze	holding dressings in place
12	splints (1/4" thick, 3½" wide, 15" long) These splints can be plastic or wooden.	splints for broken arms or legs
12	wooden tongue blades	splints for broken fingers; splints for small bones; stirring solutions
15	safety pins (1½" long)	holding bandages in place

QUANTITY	ITEM	USE FOR
1	pair of scissors	cutting bandages and dressings; removing clothing from an injured body part
1	pair of tweezers	removing splinters; removing insect stingers
8 oz.	baking soda	treatment of shock; treatment of insect bites
small package	salt	treatment of shock
1 bottle with eyedropper	eyedrops (eye wash)	eyes irritated (sore) from dust, smoke or fumes (gas).
small bottle	water purification tablets	You can purify (clean) water by boiling it. Sometimes you can't boil water. Then use water purification tablets.
1	flashlight Don't keep batteries in flashlight. Keep batteries in a plastic bag.	

Use these household items in an emergency:

AS A COMPRESS - disposable diapers, clean cotton diapers, sanitary napkins, towels, sheets, clean undershirts

AS A SLING - a large scarf

AS A SPLINT - magazines, newspapers, pillows

SPECIFIC INJURIES

First Aid for Head Injuries

. Call for an ambulance or for a doctor.
. Give artificial respiration if necessary.
. Keep the victim lying down.
. Stop severe bleeding.
  Put a sterile dressing on the wound.
  Press GENTLY (just a little).
. Do NOT give the victim food or drink.

Exercise 1 - Complete the sentences.

1. Call for an _____ or for a _____.
2. Give _____ _____ if necessary.
3. Keep the victim _____ _____.
4. Stop _____ _____.
5. Put a _____ _____ on the wound.
6. Press _____.
7. Do not give the victim _____ or _____.

First Aid for Face or Jaw Injuries

. Call for an ambulance or for a doctor.
. Make sure the victim can breathe.
  Remove blood, false teeth and foreign objects
  from his mouth.
. Place him on his side.
  Turn his head so that one cheek
  is on the ground (down).
  Don't let the victim's tongue block his throat.
. Give artificial respiration if necessary.
. Treat the victim for shock if necessary.
. Apply dressings if necessary.

Exercise 2

Complete the sentences below.

1. Call for an _____ or for a _____.
2. Make sure the victim can _____.
3. Give _____ _____ if necessary.
4. Treat the victim for _____ if necessary.
5. Apply _____ if necessary.

First Aid for Foreign Objects in Eyes

Foreign objects (dust, sand, glass, eyelashes, etc.) are sometimes blown or rubbed into the eyes.

Symptoms include redness of the eyes, pain, headache, tears, and/or a dry, hot feeling in the eyes.

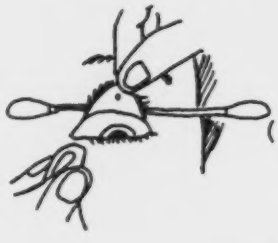
. Wash your hands with soap and water.
. Do not let the victim rub his eyes.
. Gently pull the upper eyelid down over the lower eyelid. Hold it there. This causes tears. Sometimes tears wash away the foreign object.

If the foreign object is still in the eye:

. Tell the victim to look down.
. Hold the lashes of the upper lid and gently pull the eyelid down. (1)
. Place a match or Q-tip horizontally across the outside of the lid. (2)
. Fold the eyelid backward over the match or Q-tip. (2)
. Remove the object carefully. Use the corner of a handkerchief or facial tissue (kleenex). (3)

(1)

(2)


(3)

Exercise 3

1. Number these steps in order.

_____ Place a match or Q-tip horizontally across the outside of the lid.

_____ Remove the object with the corner of a handkerchief or tissue.

_____ Hold the lashes of the upper lid and gently pull the eyelid down.

2. Write the correct number under each picture.

_____

_____

_____

First Aid for Blunt Injuries to the Neck

. Do NOT move the victim.
. Give artificial respiration if necessary.
. Get medical help.

First Aid for Penetrating Injuries to the Neck

Sometimes arteries and veins in the neck are cut. The victim bleeds a lot. The victim could die or the brain could be damaged.

BLEEDING MUST BE STOPPED.

. Apply direct pressure on the wound.
  Stop the direct pressure only when medical help arrives.
. The victim's head and shoulders should be elevated.
  Be careful. Move the victim's head and shoulders TOGETHER.
. Get medical help.

First Aid for Eyelid Injuries

- Press eyelid gently to stop bleeding.
- Clean the wound with water.
- Put a sterile (very clean) dressing on it.
- See a doctor.

First Aid for Blunt Injuries to the Eye

Sometimes a ball or a fist hits an eye. There is no bleeding. This is a blunt injury. The most common blunt injury is a black eye.

- Tell the victim to lie down and close his eyes.
- Put a cold compress (a cold, wet towel) on the injured eye.
- See a doctor.

First Aid for Penetrating Injuries to the Eye

- Do NOT remove the object from the eye.
- Do NOT wash the eye.
- Cover BOTH eyes with a sterile or clean dressing.
- Tell the victim to lie down.
- Take the victim to the nearest hospital emergency room.

Exercise 4

Write the correct headings for instructions below.

The headings are in the box.

Blunt Injuries to the Eye Blunt Injuries to the Neck Eyelid Injuries Penetrating Injuries to the Eye Penetrating Injuries to the Neck

1. First Aid for _____

. Apply direct pressure on the wound.
  Stop the direct pressure only when medical help arrives.
. The victim's head and shoulders should be elevated.
  Be careful. Move the victim's head and shoulders TOGETHER.
. Get medical help.

2. First Aid for _____

. Tell the victim to lie down and close his eyes.
. Put a cold compress (a cold, wet towel)
  on the injured eye.
. See a doctor.

3. First Aid for _____

. Do NOT remove the object in the eye.
. Do NOT wash the eye.
. Cover BOTH eyes with a sterile or clean dressing.
. Tell the victim to lie down.
. Take the victim to the nearest hospital
  emergency room.

4. First Aid for _____

. Do NOT move the victim.
. Give artificial respiration if necessary.
. Get medical help.

5. First Aid for _____

. Press eyelid gently to stop bleeding.
. Clean the wound with water.
. Put a sterile (very clean) dressing) on it.
. See a doctor.

First Aid for a Sucking Wound of the Chest

A sucking wound of the chest is a deep, open wound in the chest wall and the lungs. Air flows in and out of the wound.

. An object (knife, arrow, etc.) caused the wound.
  Do NOT remove it!
. Cover the ENTIRE wound with a large pad.
  Make the pad from steril gauze, clean cloth,
  plastic or aluminum foil.
. Tape the edges of the pad in place.

Air must NOT enter (go into) the wound.

. Make sure the victim can breathe.
  Don't let the victim's tongue block his throat.
  Give artificial respiration if necessary.
. Get medical help as quickly as possible.

Exercise 5

Write TRUE or FALSE.

1. _____ A sucking wound of the chest is a deep, open wound.
2. _____ Remove the wounding object.
3. _____ Cover part of the wound.
4. _____ Make sure the victim can breathe.
5. _____ Give artificial respiration if necessary.

First Aid for Abdominal Injuries

Deep Wounds:

. Put the victim on his back.
  Put a pillow under his knees.
. Apply direct pressure to the wound
  to stop bleeding.
. Treat the victim for shock.
  (See page 56.)

The legs must rest on a pillow.

Open Wounds:

. Call for an ambulance or for a doctor.
. Do NOT push intestines or other organs
  back into the abdomen.
  Cover intestines or other organs
  with a sterile dressing, a clean towel,
  plastic or aluminum foil.
. Sometimes you have to wait for medical help.
  Then wet the dressing with sterile water
  or cool, boiled water.
. Hold the dressing in place with a firm bandage.
. Do NOT give food or drink to the victim.
. Make it easy for the victim to breathe.
  Put a pillow or folded clothes under his head
  and shoulders.

Exercise 6

Complete the sentences below.

Deep Wounds:

1. Put the victim on his _____.
2. Apply _____ _____
   to the wound.
3. Treat the victim for _____.

Open Wounds:

4. Call for an _____ or a
   _____.
5. Do not give _____ or _____
   to the victim.

First Aid for Back Injuries

. Call for an ambulance or for a doctor.
. Do NOT bend the victim's back.
. Do NOT move the victim's head.
. Try not to move the victim at all.
. Is there danger of fire or an explosion?
  Then move the victim to a safe place.
. Give artificial respiration if necessary.

First Aid for Injuries to the Genital Organs

. Apply direct pressure to stop bleeding.
. Treat the victim for shock.
. Cover open wounds with sterile dressings.
. Apply cold compresses (cold, wet towels)
  to the genital organs.

Exercise 7

Write the correct heading for instructions below.
The headings are in the box.

Back Injuries
Injuries to the Genital Organs

1. First Aid for _____

. Apply direct pressure to stop bleeding.
. Treat the victim for shock.
. Cover open wounds with sterile dressings.
. Apply cold compresses (cold, wet towels).

2. First Aid for _____

. Call for an ambulance or for a doctor.
. Do NOT bend the victim's back.
. Do NOT move the victim's head.
. Try not to move the victim at all.
. Is there danger of fire or an explosion?
  Then move the victim to a safe place.
. Give artificial respiration if necessary.

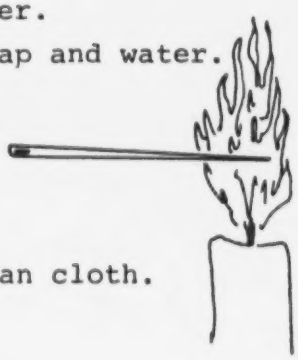
First Aid for Blisters

Something (a shoe, a tool, etc.) rubs the skin in the same place over and over. This raises a blister. A blister is filled with water.

. Sometimes a blister is small and unopened.
  Stop wearing the shoe or using the tool.
  Leave the blister alone.
  It will heal by itself.

. Sometimes the blister breaks open.
  Wash it with soap and water.
  Cover it with a sterile bandage.

. Sometimes you have to open a large blister.
  Wash the area around the blister with soap and water.
  Sterilize a needle: hold it in a flame.
  Cool the needle.
  Puncture the lower edge of the blister with the needle.
  Press gently with sterile gauze or a clean cloth.
  Cover the area with a sterile bandage.



Exercise 8

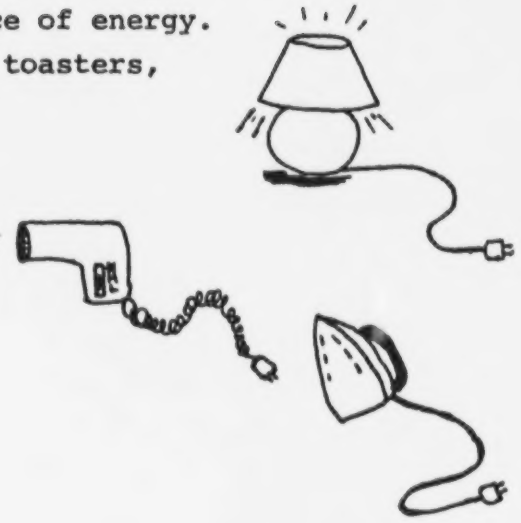
Finish the sentences below.

Sometimes you have to open a large blister.

1. Wash _____
   _____
2. Sterilize _____
   _____
3. Cool _____
4. Puncture _____
   _____
5. Press _____
   _____
6. Cover _____
   _____

Electric Shock

Electricity is an important source of energy.
Electric lights, hairdryers, irons, toasters,
washing machines, "L" trains
and many other machines
and appliances
use electricity to "work".



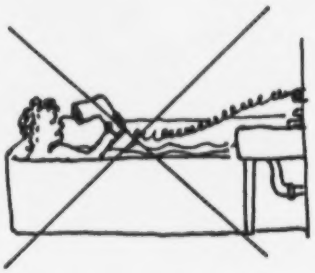
But...
electricity is dangerous
when it touches your body or
flows through your body.
This is called electric shock.

BE CAREFUL!

. Make sure your electric appliances are in good condition.

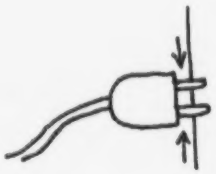
. Replace cords that are very old,
cracked or cut.

. Do not use a hairdryer
when you are in the bathtub.



. Do not turn on electric appliances
with wet hands.

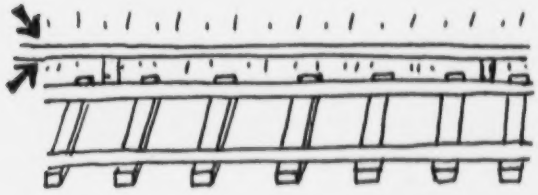
. Push plugs completely into
electric outlets.

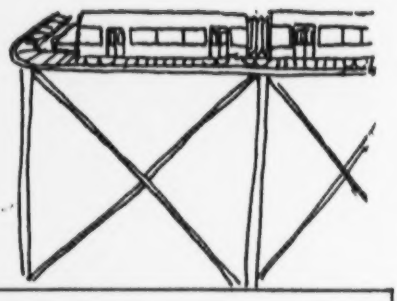


. Do NOT do these things at the same time:
touch the prongs of the plug and
push the plug into an outlet.
This is very dangerous.

. Do not let babies play near a plug or an outlet.

. NEVER walk on "L" (train) tracks.
One of the rails is "live" --
it carries electricity to make the train go.
It is often called the "third rail".
Don't touch this rail. IT WILL KILL YOU.





Exercise 9

Complete the sentences below.

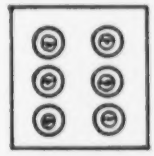
1. Make sure your _____ appliances are in _____ condition.
2. Replace cords that are very _____, _____ or _____.
3. Do not use a _____ when you are in the bathtub.
4. Do not turn on electric appliances with _____ _____.
5. Push plugs _____ into electric outlets.
6. Do not do these things at the same time:
   touch the _____ of the plug and push the plug into an _____.
7. Do not let babies play near a _____ or an _____.
8. NEVER _____ on "L" (train) _____.

First Aid for Electric Shock

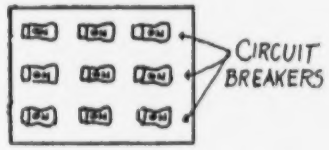
. Is the electric appliance or the electric wire
touching the victim?
Stay calm.
DO NOT TOUCH
THE VICTIM,
THE APPLIANCE, OR
THE WIRE
WITH YOUR HANDS OR FEET!
Electricity can pass from the victim's body
to your body. You can get an electric shock too.

. Find and use
something made of wood -- with NO metal --
(for example, a wood broom handle,
a wood board, a wood chair)
to push the victim away from the appliance or wire.

Is there another person with you?
He should turn off the electricity
in the entire house as soon as possible.
He should find the fuse box
and remove the fuses
or flip the circuit breakers.


FUSE BOX

FUSE



. Is the victim breathing?
Give artificial respiration if necessary.
Maybe you have to give artificial respiration for a long time.
Don't stop.

Exercise 10, page 55
Check (✓) all the correct statements.

1. ( ) Stay calm.
The appliance or wire is touching the victim.
2. ( ) Do not touch the victim, the appliance, or the wire.
3. ( ) Use something made of wood to push the victim away.
4. ( ) Turn off the electricity.
5. ( ) Is the victim breathing?
Give artificial respiration if necessary.

UNIT VIII

SHOCK

Severe bleeding, a severe burn, poisoning or a drug overdose can cause shock.

We say a person is in shock when his body cells don't get enough blood and/or oxygen.

A person can die from shock. A shock victim needs first aid immediately.

FIRST,

. give artificial respiration if necessary.
. stop severe bleeding if necessary.

THEN,

. give first aid for shock.

Exercise 1

Complete the sentences below.

1. Severe body injuries cause _____.
2. The body cells don't get enough _____ and/or _____.
3. A shock victim needs _____ _____ immediately.

FIRST,

4. . give _____ _____ if necessary.
5. . stop _____ _____ if necessary.

THEN,

6. . give first aid for _____.

Signs and Symptoms of Shock

. The victim feels weak (not strong).
. The victim feels dizzy.
. The victim feels cold.
. The victim's skin is cold and damp (a little wet).
. The victim's skin is pale.
. The victim vomits (throws up) or feels nauseous (like he's going to vomit).
. The victim's breathing is fast and uneven.
. The victim's pulse (heartbeat) is weak.
. The pupils of the victim's eyes look larger than normal.

Exercise 2

Write TRUE or FALSE.

1. _____ The victim feels strong.
2. _____ The victim feels dizzy.
3. _____ The victim feels hot.
4. _____ The victim's skin is pale.
5. _____ The pupils of the victim's eyes look smaller than normal.

First Aid for Shock

. Place the victim on his back.
. Keep the victim calm and quiet.
. Raise the victim's feet.
  (Does the victim have broken bones or head injuries?
  Then, don't raise his feet.)
. Does the victim have breathing problems and/or chest pain?
  Then, raise his head and shoulders a little.
. Is the victim bleeding from the mouth?
  Then, turn him on his side.
. Most shock victims feel cold.
  Put a blanket or a coat over and under the victim.
. Sometimes medical help will come immediately.
  Then, don't give the victim anything to eat or drink.
. Sometimes medical help doesn't come immediately.
  The victim needs liquids. Give him small amounts of
  fruit juice, water or small amounts of this mixture:
  ½ tsp. baking soda in 1 qt. water

  IMPORTANT:
  Sometimes shock victims vomit or feel nauseous.
  Do not give these people anything to eat or drink.

. Get medical help as soon as possible.

Raise the victim's feet.

If the victim has breathing problems and chest pain, raise his head and shoulders a little.

Exercise 3

The victim is in shock. You want to give first aid.
What is the correct thing to do?

Read the first aid instructions in the box.
Write the correct instruction on the line under each problem.

Do not give the shock victim anything to eat or drink.
Do not raise the shock victim's feet.
Give the shock victim small amounts of juice, water, etc.
Put a blanket or a coat over and under the shock victim.
Raise the shock victim's head and shoulders a little.
Turn the shock victim on his side.

Problem 1. The shock victim has broken bones or head injuries.

_____

_____

Problem 2. The shock victim has breathing problems and/or chest pain.

_____

_____

Problem 3. The shock victim is bleeding from the mouth.

_____

_____

Problem 4. The shock victim feels cold.

_____

_____

Problem 5. The victim needs liquids.

_____

_____

Problem 6. The shock victim vomits or feels nauseous.

_____

_____

POISONING

Many useful things in your home can be poisonous. If you use them correctly, these things are safe. If you swallow them, they can make you sick or kill you.

Here are some examples:

gasoline
strong detergent (dish or laundry soap)
bleach
ammonia
drain cleaner
oven cleaner
too much medicine
the wrong kind of medicine
insecticides
mothballs

Exercise 1

Many useful things in your home can be poisonous.

List five examples:

1. _____
2. _____
3. _____
4. _____
5. _____

Open windows and doors when you use the following:

oven cleaner
gasoline
ammonia
paint
turpentine

The smell of these products can give you a headache or make you dizzy. The smell can make you vomit or make you feel nauseous.

Exercise 2

List five things that can give you a headache, make you dizzy, make you feel nauseous or make you vomit.

1. _____
2. _____
3. _____
4. _____
5. _____

Signs and Symptoms of Poisoning

How do you know that someone swallowed poison?

Look and listen for:

. a container of medicine or any of the products listed above
. sudden pain or illness of victim
. burns around the lips or mouth
. breath odor
. pupils of eyes contracted (very small) due to drug overdose
. information from the victim or an observer

Exercise 3

How do you know that someone swallowed poison?

List five things to look and listen for:

1. _____
_____
2. _____
_____
3. _____
_____
4. _____
_____
5. _____
_____

How to Get Help for Poisoning

Many cities have poison control centers.
Get the telephone number of the poison control center in your city.
You can call the center to get help for a poison victim.
You need to call for help FAST.
In Chicago, the number is 942-5969.

Exercise 4

Write the telephone number of the poison control center in your city:

_____

First Aid for the Poison Victim

. Call the poison control center, a hospital emergency room or a doctor. Be ready to answer these questions:

1. How old is the victim?
2. What poison did the victim swallow?
3. How much poison did the victim swallow?
4. Did the victim vomit (throw up)?

Follow instructions.

Exercise 5

A poison control center, hospital, or doctor needs answers to four important questions. Write the questions below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

First Aid for the Poison Victim (cont.)

If the victim is not breathing:

. Give artificial respiration immediately.

If the victim is unconscious:

. Do NOT give fluids (liquids) to the victim.

. Do NOT induce vomiting.

If the victim is conscious:

. Give the victim an 8-ounce glass of water, milk or a mixture of milk and egg whites.
These drinks dilute the poison (make the poison weaker).
These drinks coat (cover) the mouth, throat and stomach.

Exercise 6 - Write TRUE or FALSE.

If the victim is not breathing:

1. _____ Give artificial respiration immediately.

If the victim is unconscious:

2. _____ Give fluids.

3. _____ Induce vomiting.

If the victim is conscious:

4. _____ Give the victim coffee or tea.

5. _____ Give the victim water, milk or a mixture of milk and egg whites.

First Aid for the Poison Victim (cont.)

. Take the victim to the hospital as soon as possible.
. Take the poison container with the victim.
. Take any vomited material with the victim.

When and How to Induce Vomiting

Sometimes you should induce (start) vomiting. Sometimes you should NOT induce vomiting. A doctor will tell you when to induce vomiting.

Maybe you can't get instructions from a poison control center, a hospital emergency room or a doctor. DO NOT INDUCE VOMITING

IF

THE POISON IS AN ACID, LYE, KEROSENE OR GASOLINE.

To induce vomiting:

. Tickle the back of the victim's throat
  Use your finger or the blunt (not sharp) end of a fork or a spoon.

OR

  Give the victim Ipecac Syrup.
. Save the vomited material.
  Take it to the hospital with the victim.

Exercise 7

Complete the sentences.

1. Take the victim to the hospital _____ _____ _____ _____.
2. Take the poison _____ with the victim.
3. Take any _____ material with the victim.
4. DO NOT INDUCE VOMITING IF THE POISON IS AN _____ _____ _____ OR _____.

How to Prevent Poisoning

Many poisons are in the house.

. Never take medicine in the dark.
. Throw away all unused medicines immediately after an illness.
. Throw out unlabeled containers.
. Never keep poisons in a medicine (bathroom) cabinet.
. Keep cleaning supplies, medicine and vitamins away from small children.
. Keep all bottles tightly closed.

Exercise 8

List five ways to prevent poisoning.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

FOOD POISONING

Several people become ill (sick) and have the same symptoms after eating the same food.

(OR)

One person becomes ill after eating some food that no one else ate.

It could be food poisoning.

There are different kinds of food poisoning:

- botulism
- salmonella poisoning
- staphylococcus poisoning

Exercise 9

List 3 kinds of food poisoning.

1. _____
2. _____
3. _____

Botulism

Many foods are in cans and jars.
Look at cans and jars before you open them.
Do they bulge (stick out) at the top?
Do NOT eat food from these containers.
Poisonous bacteria are in this food.
You can DIE if you eat this food.

Signs and Symptoms of Botulism

Symptoms appear 12 to 36 hours after eating this poisonous food.

- You feel dizzy.
- You have a headache.
- You can't see clearly, or you see double.
- You have muscle weakness.
- It is difficult to swallow, talk and breathe.

First Aid for Botulism

- Get medical help IMMEDIATELY.
- Take the victim to the nearest hospital emergency room.

Salmonella and Staphylococcus Poisoning

Two common kinds of food poisoning are

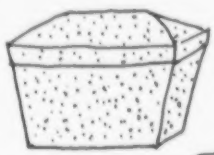
. salmonella poisoning and

. staphylococcus poisoning.

Poisonous bacteria grow in animal products (meat, chicken, fish, eggs, milk and mayonnaise) that are "just warm" (not hot, not cold) for a long time.

Raw (uncooked) meat, raw chicken, raw fish, raw eggs, milk and mayonnaise MUST be kept cold.

In the house, keep them in the refrigerator. If you take these foods outside in the summer, cook them and eat them soon, or put them in a cool place (for example, a styrofoam cooler).



Cooked meat must be kept cool

or

kept hot.

Remember: THESE FOODS SHOULD NOT BE "JUST WARM" FOR A LONG TIME.

Signs and Symptoms of Salmonella and Staphylococcus Poisoning

Symptoms appear 2 to 24 hours after eating this poisonous food.

. You have stomach cramps.

. You feel nauseated and may vomit.

. You have diarrhea.

. You have a fever.

. You have a headache.

. You feel cold.

. You feel weak.

Some or all of these symptoms may be present.

First Aid for Salmonella and Staphylococcus Poisoning.

- The victim should lie down.
- Cover the victim if he feels cold.
- After the victim vomits,
  give him tea, broth (clear soup) or fruit juice.
- If symptoms are very bad, or they continue,
  get medical help.

Exercise 10

Write the signs and symptoms in the correct column.
Be careful. One answer is used twice.

Signs and Symptoms

a. diarrhea

b. difficult to swallow, talk and breathe

c. headache

d. muscle weakness

e. symptoms appear 12-36 hours after eating food

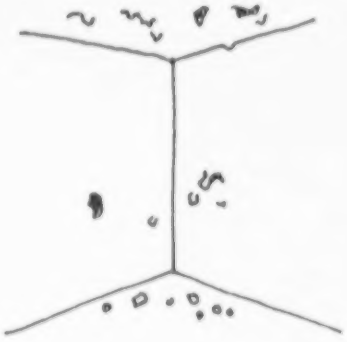
f. symptoms appear 2-24 hours after eating food

g. vomiting

Botulism	Salmonella and Staphylococcus Poisoning

LEAD POISONING

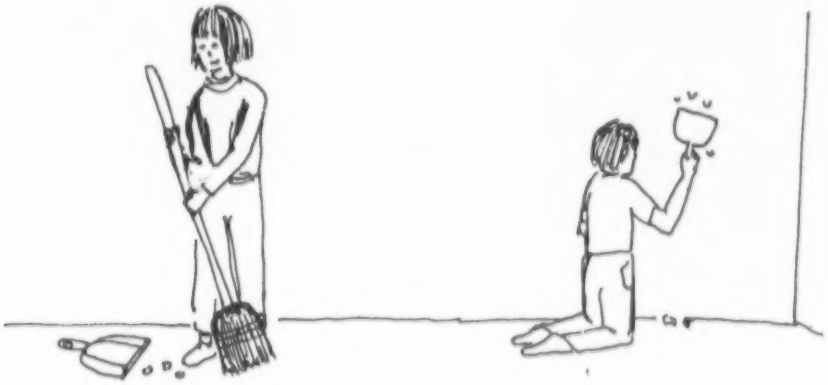
Some paint (usually in old buildings) contains lead. Sometimes babies and small children eat little pieces of this paint. Lead is poisonous. It can cause permanent brain damage.



Prevent Lead Poisoning

You live in an old building.
There is peeling paint.
You have babies or small children.
Do these things to prevent lead poisoning:

. Sweep up pieces of paint.
. Scrape loose paint off lower walls.



Exercise 11

Write TRUE or FALSE.

1. _____ Some paint contains lead.
2. _____ Lead is poisonous.
3. _____ Lead can cause permanent brain damage.
4. _____ Sweep up pieces of paint.
5. _____ Scrape loose paint off lower walls.

Signs and Symptoms of Lead Poisoning

Your child or baby

- is always tired.
- is cranky and fussy.
- has nausea and/or diarrhea.
- vomits.
- has a fever.
- has convulsions (uncontrolled body movements).

Exercise 12

List six signs and symptoms of lead poisoning.

Your child

- is always _____.
- is _____ and _____.
- has _____ and/or _____.
- _____.
- has a _____.
- has _____.

First Aid for Lead Poisoning

Get medical help IMMEDIATELY.

Go to any hospital or clinic and ask for a lead test.

(The Uptown Clinic is at 845 W. Wilson;
telephone: 989-9090.)

If your child has lead poisoning,
a building inspector will come to your apartment.
He will take pieces of paint and check them in a lab.

LEAD PAINT IS AGAINST THE LAW.
Your landlord MUST remove the old lead paint.
He must put new paint on the walls and ceiling.

POISONOUS PLANTS

Some plants are poisonous.
Look at the pictures below.
Read the descriptions of three common poisonous plants.

Poison Ivy
may grow as a plant, bush or a vine.
There are 3 shiny leaves.

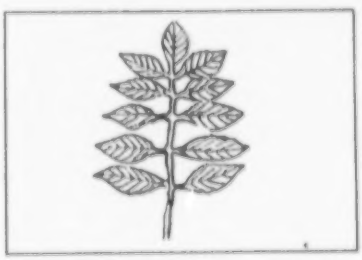
Poison Oak
may grow as a bush or a vine.

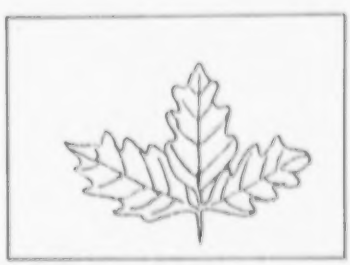
Poison Sumac
may grow as a bush or a tree.

Exercise 13

Write the correct name under each picture.
Use the words in the box.

Poison Ivy
Poison Oak
Poison Sumac





a. _____

b. _____

c. _____

Contact with (touching) these plants causes the following signs and symptoms.

Signs and Symptoms of Contact with Poisonous Plants

- redness of the skin
- itching and/or a burning feeling
- blisters
- headache
- fever

Some or all of these symptoms may be present.

First Aid for Contact with Poisonous Plants

- Remove your clothes.
- Wash your skin with soap and water.
- Apply rubbing alcohol.
- For red, itching skin, apply calamine lotion or a paste of baking soda and a little water.
- Wash your clothes.

Exercise 14

Check (✓) all the correct statements.

First Aid for Contact with Poisonous Plants:

1. ( ) Remove your clothes.
2. ( ) Clean your skin with baby oil.
3. ( ) Wash your skin with soap and water.
4. ( ) Apply rubbing alcohol.
5. ( ) Apply calamine lotion.
6. ( ) Apply a paste of baking powder and water.
7. ( ) Wash your clothes.
8. ( ) Iron your clothes.

POISONOUS SNAKE BITES

Some snakes are poisonous. Some snakes are nonpoisonous. The bite from a poisonous snake looks like this:

Poison enters the victim's body through the holes made by the fangs.

The bite from a nonpoisonous snake looks like this:

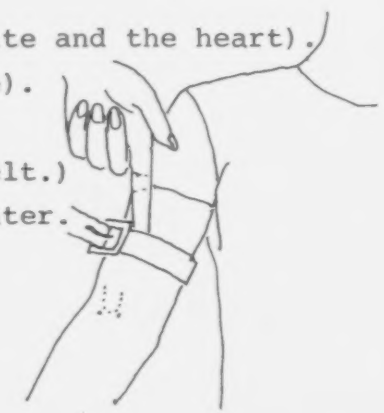
There are no holes made by fangs.

Signs and Symptoms of Poisonous Snake Bites

- The area around the bite is painful.
- The area around the bite swells quickly.
- The skin around the bite changes color.
- The victim feels weak.
- The victim feels nauseated and sometimes vomits.
- Some victims have convulsions (uncontrolled movements of the body).

First Aid for Poisonous Snake Bites

- Keep the victim calm.
- The victim should lie down and NOT MOVE.
- Keep the wounded part of the body lower than the heart.
- Tie a belt or a long strip of cloth 2" to 4" above the bite (between the bite and the heart).
- The belt should be snug (not too loose).
- The belt should not be too tight. (You can slip your finger under the belt.)
- Wash the wounded area with soap and water.
- Take the victim to the hospital AS SOON AS POSSIBLE!



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Exercise 15

Complete the sentences below. Use the words in the box.

color	convulsions
painful	swells
vomits	weak

1. The area around the bite is _____.
2. The area around the bite _____ quickly.
3. The skin around the bite changes _____.
4. The victim feels _____.
5. The victim feels nauseated and sometimes _____.
6. Some victims have _____.

Exercise 16, page 74

Write TRUE or FALSE.

1. _____ The victim should walk around.
2. _____ Keep the wounded part of the body higher than the heart.
3. _____ Tie a belt or a long strip of cloth 2" to 4" above the bite.
4. _____ Wash the wounded area with soap and water.
5. _____ Take the victim to the hospital as soon as possible.

ANIMAL BITES AND RABIES

Animal bites can cause infection and/or rabies. Rabies is a disease and is very dangerous. You can die from rabies if you don't get medical treatment.

Dogs, squirrels, raccoons, rats and foxes can have rabies. The law says that pet animals must have rabies shots. These shots prevent rabies.

Signs and Symptoms of Rabies

There are NO immediate signs and symptoms of rabies.

Exercise 17

Complete the sentences below.

1. Animal bites can cause _____ and/or _____.
2. Rabies is a disease and is very _____.
3. You can _____ from rabies if you if you don't get _____ _____.
4. _____, _____, raccoons, _____ and foxes can have rabies.
5. The law says that _____ animals must have rabies _____.
6. There are _____ immediate signs and symptoms of rabies.

First Aid for Animal Bites and Rabies

Look for the owner.

Ask the owner: "Did your dog have a rabies shot?"

The owner says, "Yes."

. Wash the wound for five minutes with soap and water.

. Put a sterile bandage or a clean cloth on the wound.

The owner says, "No. The dog didn't have a rabies shot."

or

You can't find the owner.

. Go to a hospital emergency room IMMEDIATELY.

. Say, "An animal bit me. I need help."

Exercise 18

Complete the first aid steps below.

1. Look for the _____.
2. Ask the owner, "Did your dog have a _____ _____?"

   The owner says, "Yes."

3. _____ the wound for _____ minutes with _____ and _____.
4. Put a _____ bandage or a _____ cloth on the wound.

   The owner says, "No. The dog didn't have a rabies shot."
   or
   You can't find the owner.

5. Go to a hospital _____ _____ IMMEDIATELY.
6. Say, "An animal _____ me. I need _____."

UNIT X

ARTIFICIAL RESPIRATION

In some emergencies, a person stops breathing. If a person does not breathe for 4 to 6 minutes, the brain is damaged. If a person does not breathe for 6 minutes, he can die.

- Is the victim breathing?
- Listen and feel for air.

  The air comes out of the nose and the mouth.
- Is the victim's chest moving up and down?

IF NOT, immediately give artificial respiration.

Artificial respiration means this:

air is put into, and expelled from (taken out of), the victim's lungs.

Mouth-to-mouth resuscitation (a method to start the victim breathing again) is the best way to give artificial respiration. You blow your breath into the victim's mouth. The air goes to the victim's lungs.

Another person can call the paramedics or a doctor.

Suppose

you are alone with the victim.
First...give artificial respiration.
Then...call the paramedics or a doctor.

Exercise 1

Write TRUE or FALSE.

1. _____ If a person does not breathe for 1 or 2 minutes, the brain is damaged.

2. _____ If a person does not breathe for 6 minutes, he can die.

3. _____ The best way to give artificial respiration is mouth-to-mouth resuscitation.

4. _____ Suppose you are alone with the victim. First give artificial respiration.

How to Give Mouth-to-Mouth Resuscitation

(A)

1. The victim should be lying flat on his back.
2. Clear the mouth and throat of foreign material (food, vomit, false teeth). (A)
3. Tip (move) the victim's head back.
   Put one hand under the back of his neck.
   Put your other hand on his forehead.
   His chin should be pointing up.(B)
   Keep his head in this position.
   (Sometimes the victim starts breathing as soon as his head is tipped back. Watch and listen for this to happen.)

(B)

If the victim doesn't breathe now, continue the following.

4. Pinch the victim's nose shut.
   Then air can't leak (get) out of his nose. (C)

(C)

5. Now you take a deep breath.
   Hold it! Open your mouth wide!
   Put your mouth over the victim's mouth.
   Your lips should cover the victim's mouth completely.
   Blow into the victim's mouth four times quickly. (D)

(D)

6. Take another deep breath.
   Blow into the victim's mouth again.(D)
7. Watch the victim's chest rise.
8. Raise your mouth from the victim's mouth.
   Put your ear near the victim's mouth.
   Listen and feel for air to come out of the victim's mouth.
   Watch the chest fall.(E)

(E)

Repeat steps 6, 7 and 8
about 12 times in one minute.

Exercise 2

Write the correct sentence next to each picture.
Use the sentences in the box.

Blow into the victim's mouth four times quickly. Clear the mouth and throat of foreign material. Pinch the victim's nose shut. Put your ear near the victim's mouth. Tip the victim's head back.

A. _____

_____

_____

B. _____

_____

_____

C. _____

_____

_____

D. _____

_____

_____

E. _____

_____

_____

You may have to do mouth-to-mouth resuscitation for a long time. Don't stop before the victim starts to breathe again. It could take several hours. (You and someone else can take turns.)

9. Stop mouth-to-mouth resuscitation when the victim begins to breathe again.
   Watch the victim carefully.
   Sometimes a victim stops breathing again.
   Repeat the mouth-to-mouth resuscitation.

Remember:
You are giving first aid only.
The victim still needs medical care.

Artificial Respiration for a Baby

Artificial respiration for a baby is different. It is hard to make a tight seal over a baby's small mouth. Your mouth may be too big.

Put your mouth over a baby's NOSE AND MOUTH. Don't pinch the nose shut. Blow gently into the baby's mouth and nose.

Give 20 breaths in one minute.

Use this method for a small child, too.

Exercise 3

Write TRUE or FALSE.

1. _____ Put your mouth over a baby's mouth.
2. _____ Pinch the nose shut.
3. _____ Blow gently into the baby's mouth and nose.
4. _____ Give 10 breaths in one minute.
5. _____ Use this method for an adult.

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Special Problems

. Something is blocking the air passage.

Make sure the victim's mouth is clear.

Check the victim's mouth for the following things:

food,
chewing gum
loose false teeth

Roll the victim over on one side.

Hit the victim between his shoulders.

Do this a few times.

Put the victim on his back again.

Check the mouth again.

Start artificial respiration again.

. The victim vomits.

Clear the victim's mouth.

Give artificial respiration again.

. The victim's mouth is cut badly.

You can not do mouth-to-mouth resuscitation.

Put your mouth over the victim's nose.

Hold the victim's mouth shut.

Blow into the victim's nose.

Open the victim's mouth to let the air out.

. The person's heart stops beating.

CPR (cardiopulmonary resuscitation) is needed.

You need special classes to learn CPR.

Do not try CPR without these classes.

(You can learn CPR from the Red Cross or
the Heart Association.)

Exercise 4

Write the correct first aid step on the line under each problem.

Use the sentences in the box.

Clear the victim's mouth CPR is needed. Hit the victim between his shoulders. Put your mouth over the victim's nose.

1. Something is blocking the air passage.

_____

_____

2. The victim vomits.

_____

_____

3. The victim's mouth is cut.

_____

_____

4. The person's heart stops beating.

_____

_____

UNIT XI

CHOKING and SWALLOWED OBJECTS

CHOKING

Something (food or a small object) blocks the air passage. Air can not get to the lungs. Many people die from choking.

Signs and Symptoms of Choking

Look for one or more of these signs and symptoms:

- difficult breathing or coughing
- panic (great fear)
- skin getting darker (blue or bluish)

Also, the victim may

- grab his throat,
- become unconscious, or
- stop breathing.

Exercise 1

List 6 signs and symptoms of choking.

1. _____
2. _____
3. _____

Also, the victim may

4. _____
5. _____
6. _____

First Aid for Choking - Babies (one year or younger)

The baby is conscious.

- Place the baby over your arm, face down, gently holding his chest, supporting his head.
- Hit the baby's back between the shoulder blades quickly four times.

Exercise 2A

Follow these directions. Practice on a doll.

If the baby is still chocking:

. Turn the baby over.
  His back is on your arm.
  Your hand supports the back of his head.

. Put one finger horizontally
  on the baby's chest
  just under the nipple line.
. Now put two fingers
  under the first finger.
. Lift the first finger.
. Then push straight down
  with the two fingers
  quickly and gently four times.

Push down with these two fingers.

BE CAREFUL. It is easy to injure (hurt) a baby.

Exercise 2B
Follow these directions. Practice with a doll.

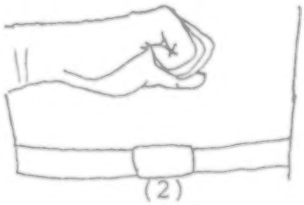
The Heimlich Maneuver

The victim is conscious.

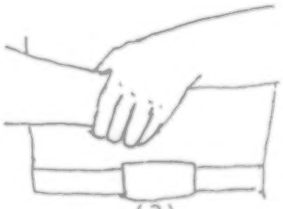
(1)

. Use the Heimlich Maneuver.
. Stand behind the victim.
. Put your arms around his waist. (1)
. Make a fist.
. Put the thumb side of your fist
  below his breastbone and
  above his navel. (2)
. Hold your fist with your other hand. (3)
. Push your fist upward
  into his body
  quickly four times.

If the victim is still choking, repeat the Heimlich Maneuver.



(2)



(3)

Exercise 3
Practice the Heimlich Maneuver with a partner. Take turns.

For unconscious victims, see page 81.

If YOU are Choking

You need first aid. Get attention. Let people know! Make noise. Stamp your feet. Clap your hands. Hit somebody. Grab your throat.

Maybe you are ALONE. You must help yourself. You can do the Heimlich Maneuver on yourself.

OR

Lean over the back of a chair and push your abdomen against the chair ... HARD.

Exercise 4

Practice the Heimlich Maneuver on yourself.

SWALLOWED OBJECTS

Something is stuck in (doesn't go down) the food passage. For example, a child swallows a coin or a small object; an adult swallows a piece of bone.

First Aid for Swallowed Objects

. A small, smooth object will pass safely through the digestive tract. Keep the victim calm.
. Do not give the victim a laxative or emetic (Ipecac Syrup).
. Call a doctor when
  pain lasts for more than five minutes, or
  the object is sharp (a fishbone, a pin).

Exercise 5

Complete the sentences below.

1. Do not give the victim a _____ or _____ (Ipecac Syrup).
2. Call a doctor when
   pain lasts for more than _____ minutes, or
   the object is _____ (a fishbone, a pin).

BURNS

A burn is an injury. These things cause burns:

- careless use of matches and cigarettes
- hot liquids (for example, hot coffee)
- hot objects (for example, a frying pan)
- being in the sun a long time
- fire

Exercise 1

Fill in the blanks.

These things cause burns:

- careless use of _____ and _____
- hot _____ (for example, hot _____)
- hot _____ (for example, a _____ _____)
- being in the ____ a long time
- _____

There are three kinds of burns.

- First-degree burns are not serious.
- Second-degree burns are serious.
- Third-degree burns are very serious.

Exercise 2

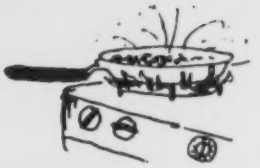
Fill in the blanks. Use the answers in the box.

Third-degree
First-degree
Second-degree

1. _____-_____ burns are very serious.
2. _____-_____ burns are serious.
3. _____-_____ burns are not serious.

FIRST-DEGREE BURNS

. A first-degree burn is caused by contact with a hot object or by a splash of hot water or hot cooking oil. Being in the sun a long time can also cause a burn (sunburn).



. The outer layer of skin is burned.
. The skin is red and painful.
. A first-degree burn heals (gets better) quickly.

First Aid for First-degree Burns

. IMMEDIATELY put the burned part of the body in cold water for several minutes.

OR

IMMEDIATELY cover the burned part of the body with cold, wet cloths for several minutes.

. Dry the burn with gentle pats.
. Cover the burn with a clean, dry bandage.

Exercise 3

Complete the first aid steps for first-degree burns.

1. IMMEDIATELY put the burned part of the body

   in _____ _____

   for _____ _____.

   OR

   IMMEDIATELY cover the burned part of the body

   with _____, _____ cloths.

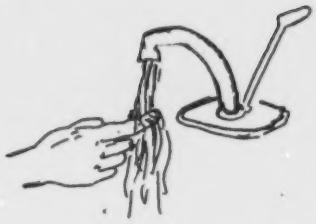
2. Dry the burn with _____ _____.
3. Cover the burn with a _____, _____

   _____.

SECOND-DEGREE BURNS

. Many layers of skin are burned.
. The skin is red and painful.
. There may be blisters. A blister looks like a bubble. It is full of water. Do not break blisters.

First Aid for Second-degree Burns



. IMMEDIATELY put the burned part of the body in cold water for several minutes.

OR

IMMEDIATELY cover the burned part of the body with cold, wet cloths for several minutes.

. Cover the burn with a loose, sterile dressing.
. Do not put grease, cream or ointment on the burn.
. Get medical help for all second-degree burns.

Exercise 4

Complete the first aid steps for second-degree burns.

1. IMMEDIATELY put the burned part of the body

   in _____ _____

   for _____ _____.

   OR

   IMMEDIATELY cover the burned part of the body

   with _____,_____ cloths

   for _____ _____.

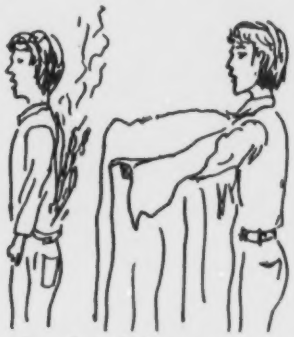
2. Cover the burn with a _____, _____ dressing.
3. Do not put _____, _____ or _____ on the burn.
4. Get _____ _____ for all second-degree burns.

THIRD-DEGREE BURNS

. All the layers of the skin are burned.
. Nerve endings are destroyed.
  (Nerve endings cause feeling.)
  There may be NO pain.

First Aid for Third-degree Burns

. If your clothing is on fire, DO NOT RUN.
  Roll on the ground. This will put out the flames (fire).
. If you are near a person with burning clothes,
  cover him with a blanket, coat or rug.
  This will put out the flames.



. Pieces of clothing may stick to the burn.
  Do not remove these pieces of clothing.
. Put cool water or cold, wet cloths on the burn.
. Do not put grease, cream or ointment on the burn.
. Cover the burned area with:
  a sterile dressing or sterile bandage
  OR
  smooth, clean cloth (for example, a sheet).
  Do not use fluffy cotton or any cloth with
  loose threads or fuzz. These may stick to the burn.
. Call for an ambulance or a doctor immediately.
. Elevate (raise) a burned arm or leg.
. Treat the victim for shock.

Exercise 5

Complete the first aid steps for third-degree burns.

1. If your clothing is on fire, _____ _____ _____.
   _____ on the ground.
2. If you are near a person with burning clothes,
   cover him with a _____, _____ or _____.
3. Pieces of clothing may stick to the burn.
   _____ _____ remove these pieces of clothing.
4. Put _____ _____ or _____, _____
   cloths on the burn.
5. Do not put _____, _____ or _____
   on the burn.
6. Cover the area with a _____ _____
   or a sterile bandage
   OR
   _____, _____ cloth.
7. Call for an _____ or a
   _____ immediately.
8. _____ a burned arm or leg.
9. Treat the victim for _____.

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Exercise 6

Write the signs and symptoms in the correct box.
Be careful. One answer is used twice.

- .All the layers of the skin are burned.
- .Many layers of the skin are burned.
- .The skin is red and painful.
- .There may be blisters.
- .The outer layer of the skin is burned.
- .Nerve endings are destroyed.
- .There may be NO pain.

First-degree burns:
Second-degree burns:
Third-degree burns:

Chemical Burns

A burn is not always caused by touching a hot object or by fire.

Chemical burns are caused by these items:

- acid
- lye
- ammonia
- drain cleaner
- other strong chemicals

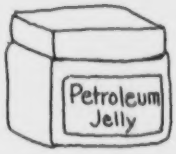
Exercise 7

List five items that cause chemical burns:

1. _____
2. _____
3. _____
4. _____
5. _____

First Aid for Chemical Burns

. Quickly wash the burned body part with a lot of cool, running water (from a faucet or a hose).
. Wash the skin for at least 5 minutes.
. Wash all of the chemical off.
. Remove the victim's clothes carefully.
. Cover the burned body part with a loose bandage or cloth.
. Read the label of the chemical container. Read the instructions for first aid. Follow the instructions.
. Do not apply grease, cream or ointment to chemical burns.
. Get medical help as soon as possible.



Exercise 8

Check (✓) all the correct statements.

First aid for chemical burns:

1. ( ) Wash the burned body part with hot water.
2. ( ) Wash the skin for at least 5 minutes.
3. ( ) Remove the victim's clothes carefully.
4. ( ) Apply grease, cream or ointment.
5. ( ) Get medical help as soon as possible.

EYE BURNS

An electrical spark, a drop of hot cooking oil, or a strong chemical can burn the eyes.

First Aid for Eye Burns

. IMMEDIATELY WASH THE EYE WITH A LOT OF COOL, RUNNING WATER.
  Use the faucet.
  OR
  Pour water into the eye.
  The head should be turned to one side.
  Keep the burned eye lower than the other eye.
  Then the chemical will not wash into the other eye.
. Wash the eye for at least 15 minutes.
. Cover both eyes with sterile gauze or a clean, soft handkerchief.
  The eyes should be closed.
. Get medical help as soon as possible.

Exercise 9

Write TRUE or FALSE.

First aid for eye burns:

1. _____ Wash the eye with warm water.
2. _____ Wash the eye for at least 5 minutes.
3. _____ Cover one eye with sterile gauze or a clean, soft handkerchief.
4. _____ Get medical help as soon as possible.

FROSTBITE AND FREEZING

FROSTBITE

Sometimes, in very cold weather, people stay outside too long. Parts of the body become frozen (frostbitten). Usually, the ears, nose, hands and feet become frostbitten first.

Sometimes a person doesn't know he has frostbite. Frostbite happens slowly. Frostbite doesn't hurt.

Signs and Symptoms of Frostbite

- The skin becomes white or gray.
- Sometimes there are blisters on the skin.
- The frostbitten (frozen) part of the body becomes numb (you can't feel it).

Exercise 1

Write TRUE or FALSE.

1. _____ Usually arms and legs become frostbitten first.
2. _____ Frostbite happens quickly.
3. _____ Frostbite hurts.
4. _____ The skin becomes white or gray.
5. _____ Sometimes there are blisters on the skin.
6. _____ The frostbitten part of the body becomes numb.

First Aid for Frostbite

. If you are outside, cover the frostbitten parts of your body.
. Put frostbitten hands or fingers in your armpits.
. Do NOT rub the frostbitten parts.
. Go indoors quickly.
. Take off wet clothes.
. Gently warm the frostbitten parts.
  Put them in warm (NOT HOT) water.

OR

Cover the frostbitten parts with blankets or clothes.

Exercise 2

Complete the sentences.

1. Do NOT _____ the frostbitten parts.
2. Go _____ quickly.
3. Take off _____ clothes.
4. Gently _____ the frostbitten parts.
5. Put them in _____ water.

OR

6. Cover the frostbitten parts with _____ or _____.

CHILLING AND FREEZING THE ENTIRE BODY

Signs and Symptoms

- shivering
- numbness of the entire body
- muscle weakness
- sleepiness
- low body temperature
- unconsciousness (if the entire body is frozen)

Exercise 3

List six signs and symptoms of chilling and freezing of the entire body.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

First Aid for Chilling and Freezing of the Entire Body

. Bring the victim indoors quickly.
. Give artificial respiration if necessary.
. Take off wet clothes.
. Wrap the victim in blankets, towels or dry clothes.
. Get medical help quickly.
. If the victim is conscious,
  give him warm drinks (coffee, tea or soup).
. Do NOT give the victim alcoholic beverages.

Exercise 4

Complete the sentences below.

1. Bring the victim _____ quickly.

2. Give _____ _____
   if necessary.

3. Take off _____ _____.

4. Wrap the victim in _____,
   _____ or _____ _____.

5. Get _____ _____ quickly.

6. Do NOT give the victim _____ beverages.

HEATSTROKE, HEAT EXHAUSTION AND HEAT CRAMPS

HEATSTROKE

Normal body temperature is 98.6°F (37°C). Heatstroke is caused by long exposure to heat. The body temperature is 106°F (41°C). A person can die from heatstroke.

Signs and Symptoms of Heatstroke

- The body temperature is 106°F (41°C).
- The skin is red, hot and dry.
- The victim doesn't sweat.
- The victim's pulse is very fast.
- The victim may be confused (not know what is happening around him).
- The victim may be unconscious.

Exercise 1

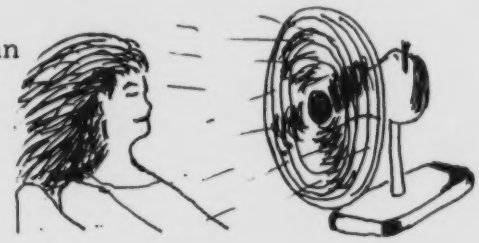
Check (✓) all the correct statements.

Signs and Symptoms of Heatstroke:

1. ( ) shivering
2. ( ) body temperature of 98.6°F.
3. ( ) body temperature of 106°F.
4. ( ) fast pulse
5. ( ) sleepiness
6. ( ) unconsciousness
7. ( ) red, hot, dry skin
8. ( ) white or gray skin

First Aid for Heatstroke

. Remove the victim's clothes.
. Cool the victim's body immediately.
  Put the victim in a tub of cold water
  (do not put ice in it)
  OR
  spray the victim with a hose
  OR
  wash the victim's skin with cool water.
  Stop when the victim's temperature is 101°F (38°C).
. Dry the victim.
. Put the victim in front of a fan or air conditioner.
. Do NOT give the victim alcoholic beverages, coffee or tea.
. Get medical help.



Exercise 2

Finish the sentences below.

First Aid for Heatstroke:

1. Remove _____
   _____
2. Cool _____
   _____ immediately.
3. Stop _____
   _____
4. Dry _____
5. Put _____
   _____
6. Do NOT give _____
   _____
7. Get _____

Heat Exhaustion

Heat exhaustion is caused by long exposure to heat (for example, a person stays outside on a hot, sunny day for too long).

Signs and Symptoms of Heat Exhaustion

The victim

- has damp, pale skin.
- sweats a lot.
- feels weak.
- has a headache.
- feels dizzy.
- feels nauseated and may vomit.
- has muscle cramps.
- may faint.

Some or all of these symptoms may be present.

Exercise 3

List eight signs and symptoms of heat exhaustion.

The victim:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

First Aid for Heat Exhaustion

. Move the victim to a cool place.
. The victim should lie down.
. Raise the victim's feet 8" to 10".
. Loosen the victim's clothes.
. The victim should drink slowly
  2 glasses of clear fruit juice (for example, apple juice)
  or
  2 glasses of salt water (1 tsp. salt in water)
  in one hour.

NOTE: If the victim vomits, stop the salt water.

. Put cool, wet cloths on the victim's forehead and body.
. Put the victim near a fan or air conditioner.
. The victim should rest for a few days.
. If the symptoms become worse,
  get medical help.

Exercise 4

Write TRUE or FALSE.

First Aid for Heat Exhaustion:

1. _____ Move the victim to a warm place.
2. _____ The victim should lie down.
3. _____ Raise the victim's feet 1 - 2 feet.
4. _____ Loosen the victim's clothes.
5. _____ Put the victim near a fan or air conditioner.
6. _____ The victim should rest for a few hours.

Heat Cramps

Physical activity (running, playing ball, etc.) in very hot weather causes heavy (a lot of) sweating. The body loses a lot of water and salt. This causes muscle pains and spasms (quick involuntary, uncontrolled movements). We call them heat cramps.

Signs and Symptoms of Heat Cramps

. The victim has muscle pain and spasms.

First Aid for Heat Cramps

. Sit quietly in a cool place.
. Press firmly on cramped muscles
  or
  gently massage them.
. Drink clear juice (for example, apple juice)
  or
  cool salt water (1 tsp. of salt in a glass of water).

Exercise 5

Complete the sentences below.

Heat Cramps:

1. Physical activity in very hot _____
   causes heavy _____.
2. The body loses a lot of _____ ____ and
   _____.
3. This causes muscle _____ and _____.

First Aid for Heat Cramps:

4. Sit quietly in a _____ place.
5. Press firmly on _____ _____
   or gently _____ them.
6. Drink _____ _____ or
   cool _____ water.

UNIT XV

BONE AND JOINT INJURIES

FRACTURES

A fracture is a break or a crack in a bone.
There are two kinds of fractures:

1) Closed fracture (simple fracture)
   The broken bone doesn't come through the skin.

2) Open fracture (compound fracture)
   There is an open wound.
   Sometimes, a piece of broken bone sticks out.
   An open fracture is more dangerous than a closed fracture.
   Sometimes it bleeds a lot and infection gets in.

closed fracture

open fracture

Exercise 1

Write TRUE or FALSE.

1. _____ A fracture is a break or a crack in a bone.
2. _____ There are three kinds of fractures.
3. _____ A closed fracture is also called a simple fracture.
4. _____ An open fracture is also called a complicated fracture.
5. _____ A closed fracture is more dangerous than an open fracture.

Signs and Symptoms of Fractures

. The victim feels or hears a bone snap.
. The injured part is painful.
. The injured part is hard to move,
  or doesn't move correctly.
. Sometimes the victim feels broken bones rubbing together.
. The injured part is swollen.
. The injured part doesn't look right.
  (For example, the injured leg doesn't look like
  the other leg.)

Exercise 2

Write five signs and symptoms of fractures.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

First Aid for Fractures

. Give artificial respiration if necessary.
. Stop bleeding if necessary.
. Cover the entire wound with a large, sterile dressing.

Do NOT push the bone back in.

. Treat for shock if necessary.
. Call for an ambulance.
. Apply splints.

Exercise 3

Write these first aid steps in the correct order.
Use the sentences in the box.

Apply splints.
Call for an ambulance.
Cover the entire wound with a large, sterile dressing.
Give artificial respiration if necessary.
Stop bleeding if necessary.
Treat for shock if necessary.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Splints

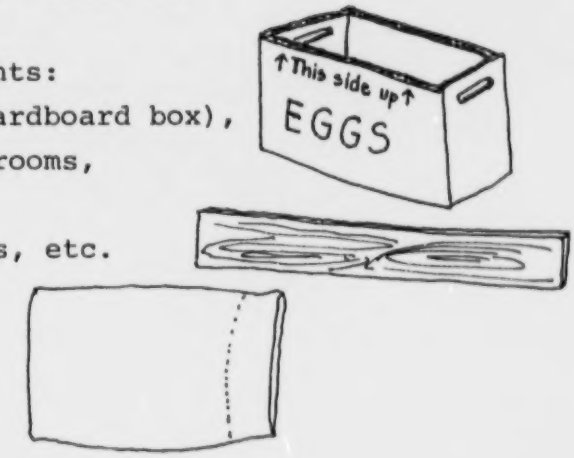
A splint keeps the injured part of the body from moving.

Splints:

. lessen pain,
. keep the break from getting worse, and
. prevent shock.

These objects can be splints:

. strong cardboard (from a cardboard box),
. boards, straight sticks, brooms,
. newspapers, magazines,
. pillows, rolled-up blankets, etc.



Exercise 4

Complete the sentences below.

1. A _____ keeps the injured part of the body from moving.

2. Splints:
   . lessen _____,
   . keep the _____ from getting worse, and
   . prevent _____.

3. These objects can be splints:

   _____ _____,

   boards, straight _____, brooms,

   _____ _____,

   pillows, rolled-up _____, etc.

Splints cont'd

- Put padding (cloth, a towel, a blanket, etc.) between the splint and the injured part of the body.
- Tie splints in place with neckties, belts, handkerchiefs, strips of cloth, rope, etc.
- Do NOT tie the splint too tightly.
- Check fingers and toes for swelling or bluish color.
- Check the wrist or ankle for a pulse.
- Loosen ties if the victim feels numbness or tingling.

Exercise 5

Complete the sentences below.

1. Put padding (_____, a _____, a _____, etc.) between the _____ and the injured part of the body.
2. Tie splints in place with _____, _____, handkerchiefs, strips of cloth, _____, etc.
3. Do NOT tie the splint _____ _____.
4. Check _____ and _____ for swelling or _____ _____.
5. Check the _____ or ankle for a _____.
6. _____ ties if the victim feels _____ or tingling.

First Aid for Specific Fractures

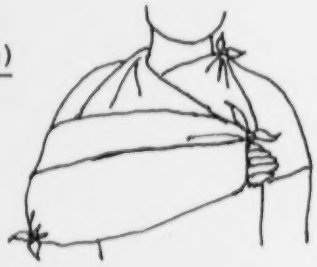
For exercises 6 - 13,
bring:

- a triangular bandage
- a cardboard box from a grocery store, and
- 4 strips of cloth to tie splints in place.
  (Remember, you can also use neckties, belts, handkerchiefs, rope, etc.)

If your teacher doesn't have a pillow, newspapers, magazines, a blanket or a broom, then you and your classmates will have to bring these things, too.

Shoulder (shoulder blade and collarbone)

- Put the arm in a sling.
- Do NOT cover the fingers.
- Tie the arm to the body.
  Use a towel, sheet, cloth, etc.



Exercise 6
Practice first aid for a shoulder injury.

Upper Arm

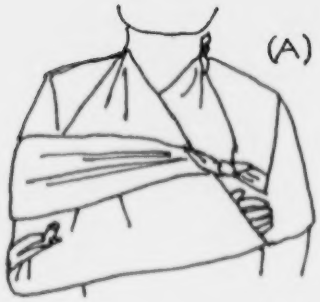
- Put a folded towel or other pad in the victim's armpit.
- Put a padded splint (newspaper or magazine) around the upper arm (on the OUTSIDE of the arm).
- Tie the splint in place above and below the break.
- Put the arm in a sling.
  Do NOT over the fingers.
- Tie the arm to the body.

Exercise 7
Practice first aid for an upper arm injury.

Elbow

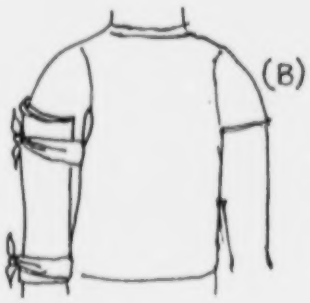
When the injured arm is BENT:

. Do not STRAIGHTEN the arm.
. Place the arm in a sling.
. Tie the arm to the body.(A)



When the injured arm is STRAIGHT:

. Do not BEND the arm.
. Put a pad (about 1" thick) in the victim's armpit.
. Put a padded splint around the arm. (Sometimes you don't have a splint. Wrap a pillow around the arm.)
. Tie it in place. (B)

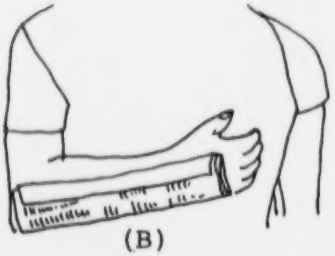


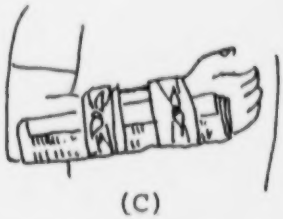
Exercise 8

Practice first aid for an elbow injury
. when the injured arm is bent, and
. when the injured arm is straight.

Forearm (lower arm) and Wrist

. Carefully bend the victim's arm and place it across his chest.
. The hand should be higher than his elbow.
. Make a padded splint (newspaper or magazine). (A)
. Put it around the lower arm. (B)
. The splint should reach from the elbow to the fingers. Do NOT cover the fingers.
. Tie the splint in place. (C)
. Put the arm in a sling. (D)


(B)


(C)

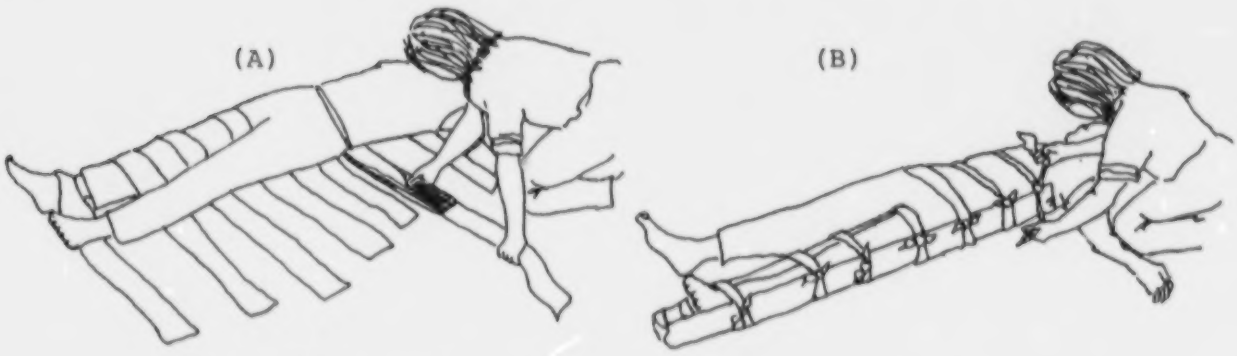
(D)

Exercise 9

Practice first aid for an injured forearm and wrist.

Upper Leg

When you use board splints, carefully straighten the knee.



. Use a board to push
seven cloth strips under the body (A)
in these places:
the armpits
the lower back
the pelvis (hips)
the thighs
above the knees
below the knees
at the ankles.

. Use two padded splints to protect the injured leg.
. Tie the splints in place.
. Make the knots along the long splint. (B)

When you don't have board splints:

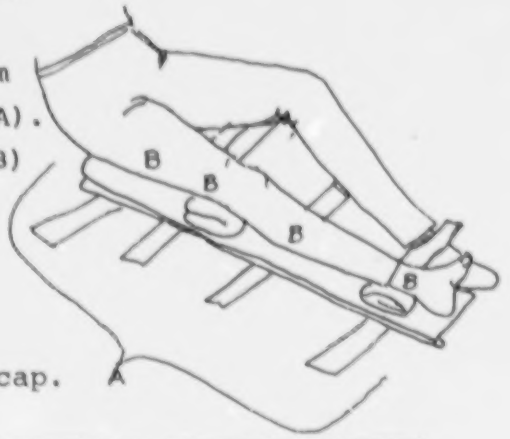
. Place a blanket or other pad between the victim's legs.
. Tie the legs together.

Exercise 10

Practice first aid for an upper leg injury
. when you have board splints, and
. when you don't have board splints.

Kneecap

. Carefully straighten the injured leg if necessary.
. Place a 4" wide padded board
  under the injured leg.
  The board should reach from
  the heel to the buttocks (A).
. Tie the splint in place: (B)
    at the ankle
    below the knee
    above the knee
    around the thigh.
  Do NOT tie around the kneecap.

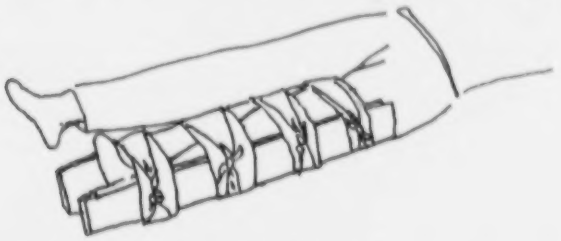


Exercise 11
Practice first aid for a kneecap injury.

Lower Leg

When you have splints:

. Carefully straighten the injured leg.
. Place a padded splint on each side (around) the leg.
. Tie the splints together in three or four places.



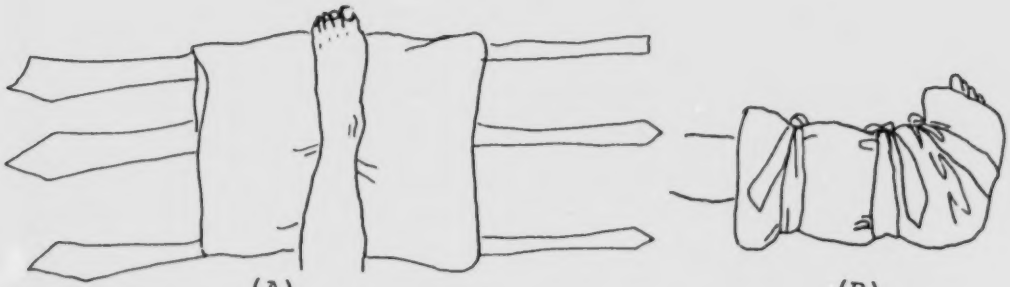
When you don't have splints:

. Carefully straighten the injured leg.
. Place a blanket or other pad between the victim's legs.
. Tie his legs together in three or four places.

Exercise 12
Practice first aid for a lower leg injury . when you have splints, and . when you don't have splints.

Ankle and Foot

. Take off the victim's shoes and socks.
. To apply a splint to the ankle and foot, put a pillow around the leg from the calf to the toes. (A)
. Tie the pillow in place. (B)



(A) (B)

Exercise 13

Practice first aid for an ankle and foot injury.

Spine and Neck

. Do NOT move the head!
ANY movement of the head, the neck or the back can cause paralysis (not able to move voluntarily) or death.
. Call for an ambulance immediately.

Exercise 14

Complete the sentences below.

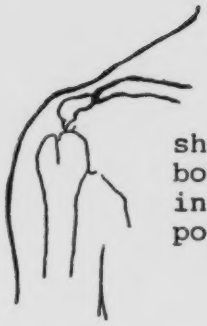
Spine and Neck Injuries:

1. Do NOT _____ the head!
2. Any movement of the head, the neck, or the back can cause _____ (not able to move voluntarily) or _____.
4. Call for an _____ immediately.

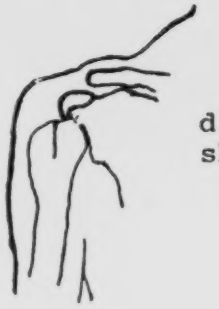
DISLOCATIONS

Two bones meet in a joint. Sometimes the bone ends are knocked (pushed) out of place. We call this a "dislocation" or a dislocated bone (for example, a dislocated shoulder).

The most common dislocations are the shoulder, hip, elbow, finger, thumb and knee.



shoulder bone in normal position



dislocated shoulder

Signs and Symptoms of Dislocations

- swelling
- pain
- skin looks purple or blue "black and blue"
- The dislocated bone doesn't look right.

First Aid for Dislocations

- Apply a splint or a sling.
- Don't change the position of the injured part.
- Do NOT try to push or pull the dislocated bone.
- Take the victim to the nearest hospital emergency room.

Exercise 15

Check (✓) all the correct statements.

1. ( ) Two bones meet in a joint.
2. ( ) Sometimes the bone ends are knocked out of place.
3. ( ) We call this a dislocation or a dislocated bone.
4. ( ) The most common dislocations are the shoulder, hip, elbow, finger, thumb and knee.
5. ( ) Push the dislocated bone back in place.
6. ( ) Take the victim to the nearest hospital emergency room.

SPRAINS

Ligaments are tough rope-like tissue. Ligaments tie bones together at the joints.

Tendons are tough rope-like tissue. Tendons tie muscles to bones.

Sometimes a ligament or a tendon is stretched or torn. This is a sprain. Sprained ankles, knees, fingers, wrists and shoulders are common.

Signs and Symptoms of Sprains

- swelling
- pain
- skin looks purple or blue ("black and blue")

First Aid for Sprains

- Do not walk with a sprained ankle or knee.
- Place cold compresses on the injured part.
- Do NOT apply heat or hot water to the injured part.
- Elevate the injured part.
- If pain continues for several days, maybe you have a broken bone. See a doctor.

Exercise 16

Write TRUE or FALSE.

1. _____ Tendons tie bones together at the joints.
2. _____ Ligaments tie muscles to bones.
3. _____ Ligaments and tendons are tough rope-like tissue.
4. _____ Sprained ankles, knees, fingers, wrists and shoulders are uncommon.
5. _____ Do not walk with a sprained ankle or knee.
6. _____ Apply heat to the injured part.
7. _____ Elevate the injured part.

STRAINS

Sometimes you stretch a muscle TOO FAR. This is called a pulled muscle or a "strain". Back strains are very common.

Signs and Symptoms of Strains

. pain

First Aid for Strains

. Rest.
. Apply ice or cold compresses to the injured part.
. After 24 hours, apply warm, wet compresses.
. If pain continues for several days, see a doctor.

Exercise 17

Complete the sentences below.

First Aid for Strains:

1. _____.
2. Apply _____ or _____ _____ to the injured part.
3. After 24 hours, apply _____, _____ _____.
4. If pain continues for _____ _____, see a _____.

SUDDEN ILLNESS

HEART ATTACK

A heart attack is a life-threatening emergency (the victim can die). A clot (a small lump) of blood blocks a major artery. Blood and oxygen can't get through to the heart.

Signs and Symptoms of a Heart Attack

- pain
  - in the chest
  - sometimes moves to the arm, shoulder, neck, jaw, back or abdomen
  - lasts more than two minutes
  - feels "tight", "crushing" (like an elephant is sitting on your chest)
- sweating
- nausea and vomiting
- Breathing is difficult.
- The victim's skin, lips and fingernails are very pale or bluish.
- The victim is frightened.
- The victim may suffer from shock.

Exercise 1 - Check (✓) all the correct answers.

The pain from a heart attack:

( ) is in the chest.

( ) sometimes moves to the arm, shoulder, neck, jaw, back or abdomen.

( ) lasts for less than two minutes.

( ) feels "tight", "crushing".

Other signs and symptoms of a heart attack are:

( ) sweating

( ) nausea

( ) vomiting

( ) weakness

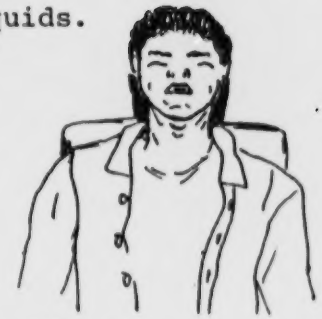
First Aid for a Heart Attack

. Call for an ambulance immediately.

When the victim is unconscious:

. Give artificial respiration if necessary.

. Do not give the victim any food or liquids.



When the victim is conscious:

. Don't let the victim lie down.
  He should SIT UP.

. Loosen tight clothing
  (neckties, belts, etc.).

. Keep the victim warm.

. Stay calm. Tell the victim everything will be O.K.

Exercise 2

Write TRUE or FALSE.

1. _____ Call for an ambulance immediately.

When the victim is unconscious:

2. _____ Give artificial respiration if necessary.

3. _____ Give the victim food.

When the victim is conscious:

4. _____ Let him lie down.

5. _____ Loosen his tight clothing.

6. _____ Keep the victim warm.

STROKE

Sometimes an artery in the brain bursts (breaks).

Sometimes there is a clot (a small lump) of blood in an artery in the brain.

Either way, the brain doesn't get enough blood and oxygen. This is called a stroke.

A stroke is a life-threatening emergency.

There are two kinds of strokes:

- . major strokes, and
- . minor strokes.

A minor stroke is less serious than a major stroke.

Signs and Symptoms of a Major Stroke

- . One side of the victim's face or an arm or a leg or one whole side of the victim's body suddenly feels numb, weak or paralyzed.
- . The victim can't talk clearly or can't talk at all.
- . The victim can't see well.
- . It is difficult for the victim to breathe, chew and swallow.
- . The victim can't control his bladder or bowels.
- . The victim becomes unconscious.
- . Some or all of these symptoms may be present.

First Aid for a Major Stroke

- . Call for an ambulance immediately.
- . Give artificial respiration if necessary.
- . Place the victim on his side.
- . Keep the victim warm and quiet.
- . Do not give food or drink to the victim.

Signs and Symptoms of a Minor Stroke

. muscle weakness in an arm or leg
. headache
. dizziness
. confusion

First Aid for a Minor Stroke

. See a doctor.

Exercise 3

Read the list of signs and symptoms below.
Write "major stroke" or "minor stroke"
after each item.
The first one is done for you.

1. One side of the victim's face,
   or an arm or a leg,
   or one whole side of the victim's body,
   suddenly feels numb, weak or paralyzed.

   major stroke

2. The victim has a headache. _____

3. The victim can't see well. _____

4. The victim is dizzy. _____

5. The victim can't control his bladder or bowels.

   _____

6. The victim is confused. _____

7. The victim becomes unconscious.

   _____

FAINTING

Fainting is a brief (for a short time) loss of consciousness. Sometimes fainting is sudden. Sometimes, there are warning signs before fainting:

. dizziness
. nausea
. pale cold skin
. sweating

First Aid for Fainting

. The victim should lie down.
. Loosen tight clothing (neckties, belts, etc.).
. Wipe the victim's face with cold water.
. If the victim is unconscious for a long time, get medical help.

Exercise 4

Complete the sentences below.

1. Fainting is a _____ loss of _____.
2. Sometimes fainting is _____.
3. Sometimes there are warning signs before fainting:
   - _____
   - _____
   - _____ _____ _____
   - _____

First Aid for Fainting:

4. The victim should _____ _____.
5. Loosen _____ clothing.
6. Wipe the victim's face with _____ _____.
7. If the victim is _____ for a long time, get _____ _____.

A CONVULSION

A convulsion is a series of uncontrollable muscle movements. The victim is partly or completely unconscious. Most convulsions last a short time (a few minutes).

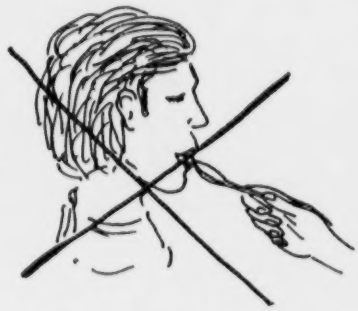
Signs and Symptoms of a Convulsion

. stiffening, jerking or twitching of muscles
. temporary loss of breathing
. falling down
. foaming or drooling at the mouth
. loss of bladder or bowel control
. bluish color of face and lips

First Aid for a Convulsion

First aid can't stop a convulsion.

. You don't want the victim to hurt himself. Move furniture or hard, sharp objects away from the victim.
. Give artificial respiration if necessary.
. Do not hold the victim down.
. Do not throw water in the victim's face.
. Do not put anything (a spoon, pencil, etc.) in the victim's mouth.



After the convulsion is over:

. Turn the victim on his side.
. Loosen tight clothing.
. Keep the victim lying down.

Exercise 5

Write TRUE or FALSE.

1. _____ A convulsion is a series of uncontrollable muscle movements.
2. _____ The victim is conscious.
3. _____ Most convulsions last a long time.
4. _____ First aid can stop a convulsion.
5. _____ Move furniture away from the victim.
6. _____ Throw water in the victim's face.

Convulsions in Babies

Sometimes babies have convulsions.
Usually the baby has a very high temperature.
The convulsions last 2 or 3 minutes. They are not dangerous.

First Aid for Convulsions in Babies

. Stay calm.
. Make sure the baby can breathe.
  Don't let anything block his throat.

After the convulsion is over:
. Remove the baby's clothing.
. Sponge his entire body with cool water.
  This will lower his temperature.

Exercise 6
Complete the sentences below.

1. Sometimes babies have _____.
2. Usually the baby has a very _____ temperature.
3. The convulsions last _____ or _____ minutes.
4. They are not _____.
5. Stay _____.
6. Make sure the baby can _____.
7. Don't let anything block his _____.
8. Remove the baby's _____.
9. Sponge his _____ body with _____ water.
10. This will _____ his _____.

EPILEPSY

Epilepsy is a disease. The brain releases too much electrical energy. The victim has convulsions.

First Aid for Epileptic Convulsions

First aid is the same as for other convulsions.

NOTE: Epilepsy is NOT curable.
The victim must always take good care of himself.
Medication (medicine) can control convulsions.
Then the person can lead a normal life.

Exercise 7

Write TRUE or FALSE.

1. _____ Epilepsy is a disease.
2. _____ The brain releases too much solar energy.
3. _____ The victim has convulsions.
4. _____ Epilepsy is curable.
5. _____ Medication can control convulsions.

MOVING A VICTIM FROM A DANGEROUS PLACE

A person is injured. He is in a dangerous, or possibly-dangerous, place. These are dangers:

. fire or smoke
. explosion
. lack of oxygen (for example, drowning)
. gas or chemical fumes
. heavy traffic
. extreme heat or extreme cold
. building or walls collapsing (falling down)
. "live" electrical wires

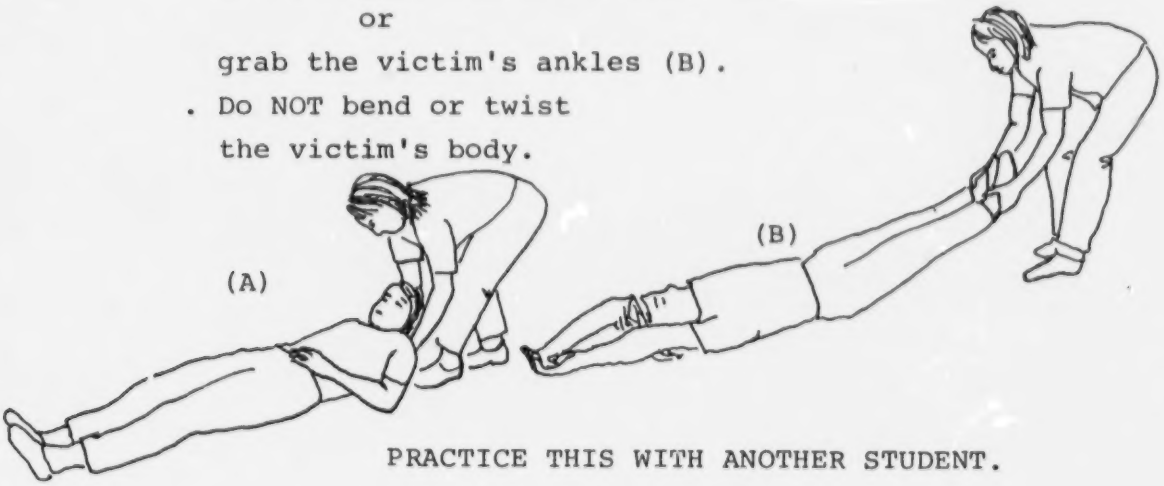
You must move the victim from a dangerous, or possibly-dangerous, place.

BEFORE you move the victim:

. Give artificial respiration if necessary.
. Stop severe bleeding.
. Apply splints to injured body parts (arms, legs, etc.).

Here are different ways to move the victim:

1. Pull the victim.
   . Put your hands
     under the victim's shoulders (A)
     or
     grab the victim's ankles (B).
   . Do NOT bend or twist
     the victim's body.



PRACTICE THIS WITH ANOTHER STUDENT.

2. Carry the victim.

The victim is a lightweight adult or a child.

The wounds are not serious.

There are no broken bones.

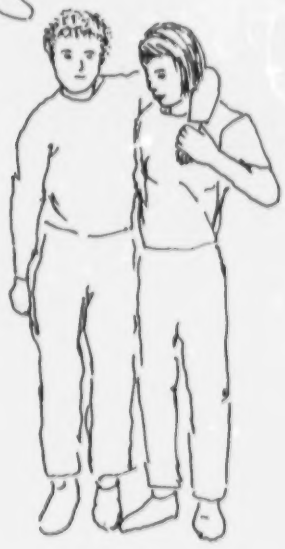
3. Support the victim.

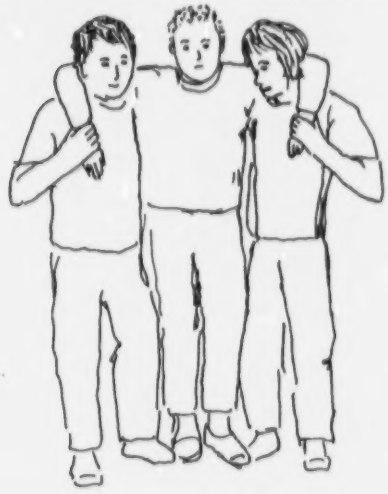
The wounds are not serious.

There are no broken bones.

The victim has not had a heart attack.

The victim is conscious.





4. Chair carry

There are no neck, back or leg injuries.

This is a good method if you go

- up and down stairs,
- through narrow halls, and
- around corners.

PRACTICE THESE WAYS WITH OTHER STUDENTS.

5. The two-handed seat

The wounds are not serious.

There are two rescuers (helpers).

The victim's back is supported.

6. The four-handed seat

The wounds are not serious.

There are two rescuers.

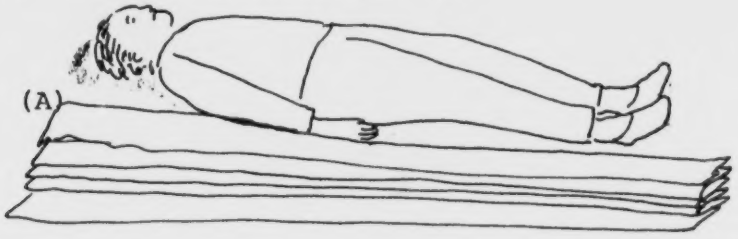
. The rescuers hold each other's wrists.

PRACTICE THESE WAYS WITH OTHER STUDENTS.

Putting a blanket under the victim

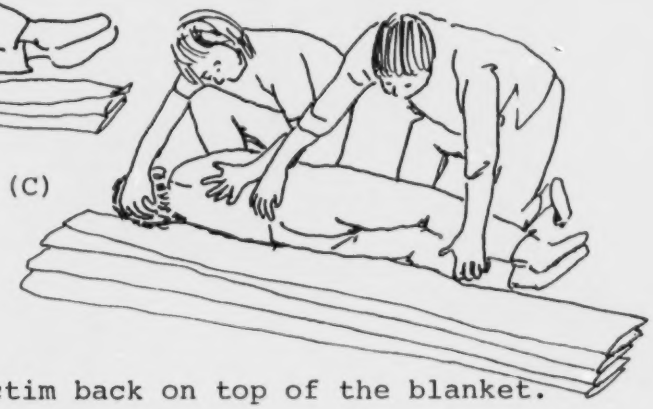
You can use a blanket to move a victim from a dangerous place.

Pleat two-thirds of the blanket. (See illustration.)
Put it next to the victim. (A)

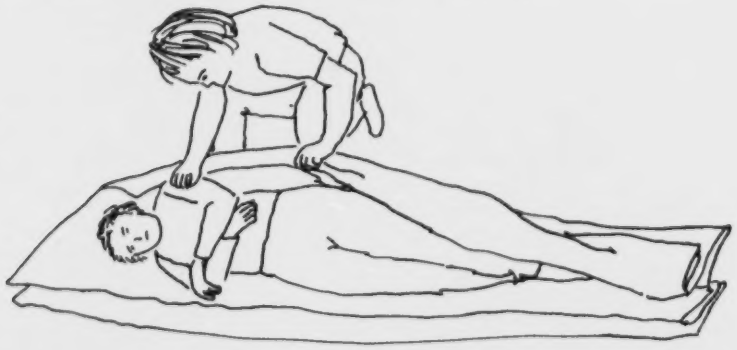


Hold the victim at his hips and shoulders. (B)
Gently ROLL the victim toward you.
Do not bend or twist the victim's body.
Push the folded part of the blanket under the victim.

More than one helper
can help. (C)



Gently ROLL the victim back on top of the blanket.
Unfold the blanket toward you. (D)



PRACTICE THIS WITH OTHER STUDENTS

7. Pull the victim using a blanket.

. Put a blanket under the victim. (See page 127.)
. Do not bend or twist the victim's body.
. Wrap the blanket around the victim.
. Carefully pull the victim to a safe place.
. You can also use a small rug or a piece of cardboard.

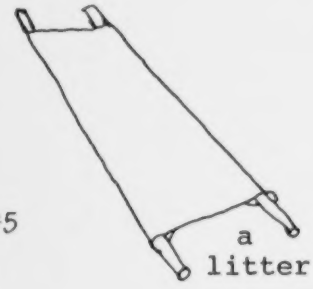
8. Blanket lift

There are five or six rescuers (helpers).

. Put a blanket under the victim (see page
. The fictim is in the middle of the blanket.
. Roll each side of the blanket tightly,
close to the victim's body. These are handles.
. Person #1 holds the victim's head.
. Persons #2 and #3 hold the blanket
in these two places:
at the victim's shoulders, and
at his lower back.
. Persons #4 and #5 hold the blanket
at the victim's hips, and at his knees.

Blanket lift cont'd

. The four people holding the blanket (#2, 3, 4, and 5)
  lean back (away from the victim)
  at the same time. (Person #1 continues holding the head.)
. They lift the blanket 6" - 8" up from the floor
  at the same time.
. Person #6 can slide a litter under the victim.
. Sometimes there is no litter.
  You can use an ironing board, a door, a surfboard, etc.



a litter

an ironing board

. Sometimes there is nothing --
  no litter, ironing board, surfboard, etc.
  Then the lifters must carry the blanket
  as stiff and flat as a board.

PRACTICE THE BLANKET LIFT WITH OTHER STUDENTS.

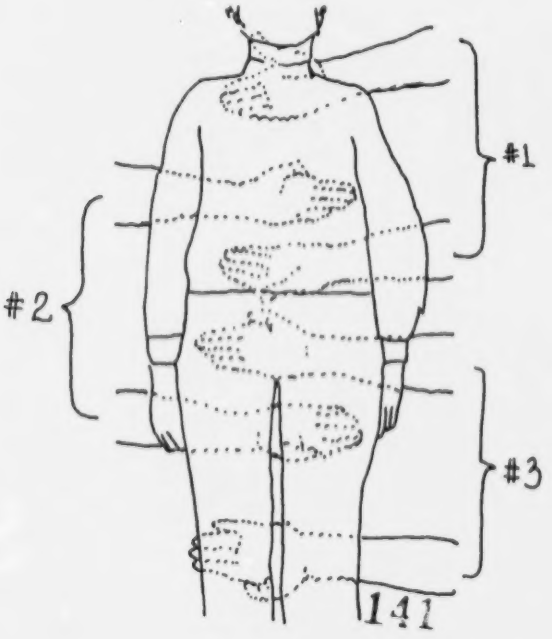
9. The three-man hammock carry

FOUR STUDENTS SHOULD PRACTICE THIS TOGETHER.

Carrier #1 kneels
on his left knee.
His right arm
is under the victim's head and shoulders.
His left arm
is under the victim's lower back.

Carrier #2 kneels
on his right knee.
His left arm
is under the victim's back.
His right arm
is under the victim's thighs.

Carrier #3 kneels
on his left knee.
His right arm
is just below the victim's buttocks.
His left arm
is under the victim's legs
just below his knees. (A)

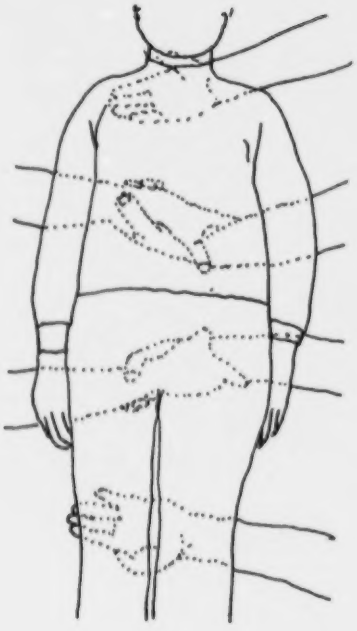


(A)

The three-man hammock carry cont'd

Carrier #1 says, "Prepare to lift."
Then he cays, "Lift."
The carriers all lift AT THE SAME TIME.
They rest the victim on their knees. (B)
Then the carriers grasp
each other's wrists (C)

(B)



(C)

Carrier #1 says, "Prepare to stand."
Then he says, "Stand."
The carriers all stand up
AT THE SAME TIME. (D)

(D)

Remember:
Do not bend or twist the victim's body.

Exercise 1

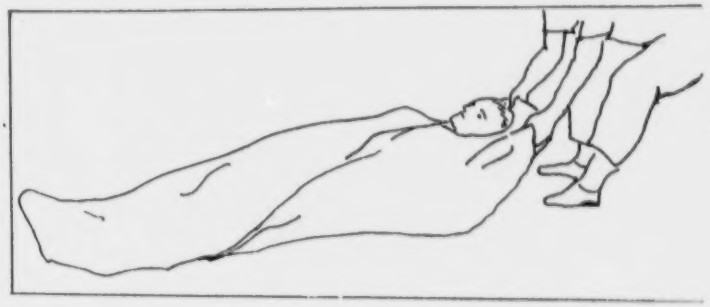
HOW TO MOVE A VICTIM FROM A DANGEROUS PLACE

Write the correct caption under each picture.

Use the sentences in the box.

Carry the victim. Pull the victim. Pull the victim--using a blanket. Support the victim. Use the blanket lift. Use the chair carry. Use the four-handed seat. Use the three-man carry. Use the two-handed seat.

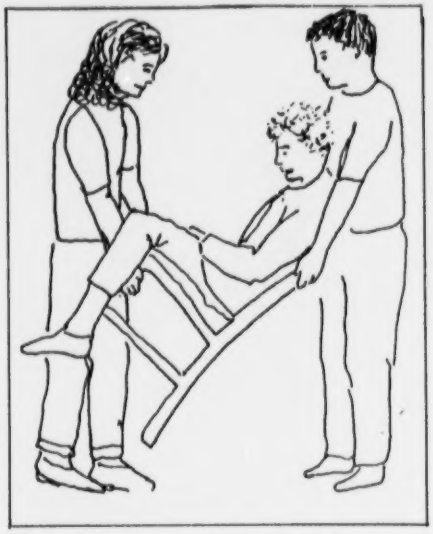
A. _____



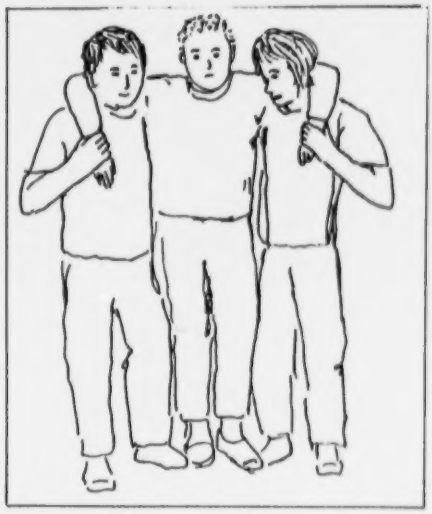
B. _____

C. _____

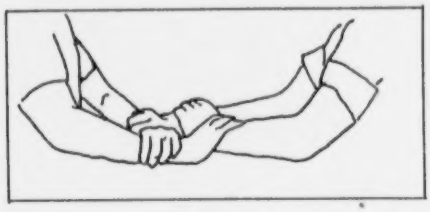
D. _____



E. _____

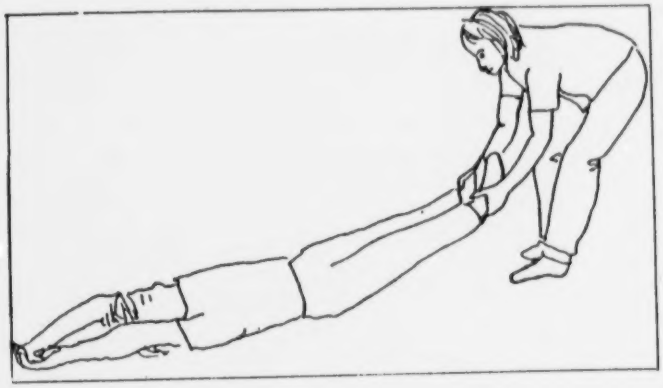


F. _____



G. _____

I. _____



H. _____

Working Draft

Teacher Guide
for
EVERY BODY
NEEDS FIRST AID . . .

A Manual for LEP Students

Board of Education

City of Chicago

TEACHER GUIDE
EVERY BODY
NEEDS FIRST AID . . .

A MANUAL
FOR LEP STUDENTS

Working Draft

MANFORD BYRD, JR.
General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO

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Department of Multilingual Education
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Nicholas Senn Metropolitan Academy
John T. Martin, Principal

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INTRODUCTION

A significant number of limited-English-proficient students enroll at Senn Metropolitan Academy each year. Limited-English-proficient students represent approximately 60 percent of the total student population. Senn has provided classes in English as a second language for these students since 1965.

Since 1977, many of the limited-English-proficient students have entered Senn with little or no formal education. The task of providing these students with a meaningful educational experience is compounded by the lack of appropriate instructional materials.

EVERY BODY NEEDS FIRST AID was planned and developed at Senn Metropolitan Academy, under the auspices of Title VII, for the purpose of meeting the needs of these students who are unable to read English well and cannot learn from commercially prepared texts.

It is not intended for use by people seeking certification as paramedics. It is a compilation of the fundamentals of first aid care. The American Red Cross has published a good standard first aid book which is readily available for further study.

These materials are effective for use with limited-English-proficient students because

- they are written in simple English
- the format is easy to follow
- the information is presented in sequence
- concise line drawings (illustrations) are placed close to relevant text and convey only specific information
- practice exercises are provided

For these reasons, these materials have also been used successfully with monolingual English-speaking students at Senn who do not read at grade level.

Teachers are encouraged to follow the Teacher Guide which outlines procedures, techniques, and strategies for the instruction of limited-English-proficient students. These same procedures, techniques, and strategies can be used with monolingual English-speaking students to facilitate their understanding of the materials.

Teachers should remember that they are not teaching English. The evaluation of students' progress should be based on their ability to demonstrate understanding of concepts through performance of tasks and mastery of skills rather than their ability to write perfectly structured English sentences.

PROCEDURES, TECHNIQUES, AND STRATEGIES FOR USE WITH LEP (LIMITED-ENGLISH-PROFICIENT) STUDENTS

It is often difficult to instruct LEP students. However, effective instruction can occur if teachers follow certain guidelines and are willing to

- simplify their English
- use ESL (English as a second language) strategies and techniques to instruct and evaluate students' progress.

The following strategies and techniques will help you plan and present lessons to LEP students.

Gestures

Use physical gestures to demonstrate the idea you are trying to convey. However, do not make gestures without a purpose.

Learn to interpret the gestures of your students. For example, a nod of the head does not necessarily indicate comprehension on the part of the listener. Watch for possible signs of misunderstanding or frustration.

Manner of Speaking

When speaking, make every sentence as short as possible. Use two short, simple sentences rather than one long, complex one. Note the following example:

Complex: In an emergency, in the absence of compresses, the bare hand may be used, or even the fingers.

Simple: Sometimes you can't find a piece of cloth. Use your bare hand.

Speak clearly and in a normal tone of voice. Speaking loudly does not facilitate comprehension. It creates anxiety in the listeners, which in turn decreases comprehension.

Use imperatives. They help make sentences easier to understand. Also, stick to basic verb tenses. Usually, LEP students understand present and past tenses, both simple (I study) and progressive (I am studying).

Do not use perfect tenses (have, has, had + participle) or use conditional sentences with words such as if, would, and might.

Decide ahead of time which words and phrases you will use to give general directions. Memorize those phrases and use them all the time. Keep your directions as short as possible. For example, do not say "Everybody take your seat students have learned "Sit down."

Main Concept and Essential Supporting Details

Before introducing any lesson, decide on the general and specific objectives of the lesson. Be prepared with appropriate written material. Remember that visuals (drawings, pictures, films) and realia (real objects or models) help clarify ideas.

Demonstrate procedures and allow students to experiment when possible.

Keep groups small. Allow students to work on projects together. Use tutors if they are available for individualizing additional classroom activities.

Essential Vocabulary

Determine what words and phrases are necessary for talking about the concept being taught. Most of these words are defined within the text and in the glossary. If not, explain with visuals and/or realia.

When explaining new vocabulary, use only the words that are essential and which are used in the text. Do not "word dribble". Too many words confuse and overburden the students' limited English language capacity.

Do not talk about the weather, closing the door, or someone moving his/her seat while you are teaching the lesson. This confuses LEP students. Often, they do not know which words are the "lesson" words, phrases, and sentences and which are the "dribble".

Reinforcement of Concepts and Vocabulary

- Identify new content vocabulary.
- Repeat the item a minimum of two times.
- Have the students repeat the item.
- Do not be afraid of memory work. Sometimes students are comfortable with memorizing key ideas and vocabulary in phrases and sentences.

Written Material

Written material should be organized in small, sequential steps. Use outline style rather than long paragraphs. Isolate important points. Students are intimidated by large, dense groups of words.

Place appropriate pictures next to the sections of the text that you want to clarify.

As stated above, keep sentences short and simple. Write two short, simple sentences rather than one long, complex one. The following example illustrates this point:

Complex: If the victim is unconscious, elevate his head and shoulders slightly (unless neck fracture is suspected) and turn his head to the side to allow blood and saliva to drain, or place him on his side or abdomen for drainage.

Simple: Sometimes the victim is unconscious. Place him on his side.

Evaluation of Students' Achievement

1. Test only the specific skill or concept that was taught.
2. Do not test language, per se. Make sure students understand the concepts and the meanings of the words you have taught. Do not expect correct usage in sentences.
3. Allow for non-verbal demonstrations for evaluation purposes (testing). A student can demonstrate that he/she understands concepts by
   - identifying symbols and words, written or spoken
   - recognizing chronological and spatial order
   - performing operations.

4. Use fill-in-the-blank or true/false formats. Use exercise items from the text along with items of your own for testing. Make the test directions simple and clear.

5. Expect students to give back only the information that was taught and to perform only the procedures that were demonstrated. Synthesizing, transferring concepts to new situations, and analyzing are difficult. Do not expect students to put ideas into "their own words" or to draw their own conclusions in the new language, English.

6. All dittos must be very neat and legible. Students should not have to decipher a ditto before answering questions. Blurred letters and words are very confusing.

7. Give Pass/Fail grades in class rather than the traditional A-F.

Answer Key for Unit I

Exercise 1, page 1

Complete the sentences below. Use the words in the box.

arteries	lungs
blood	muscle
breastbone	ribs
heart	veins

1. The circulatory system is the body's blood system.
2. The three major parts of the circulatory system are:
   the heart
   the arteries
   the veins
3. The heart is a muscle in your chest cavity.
4. The heart is between your lungs.
5. Your breastbone and ribs protect your heart.

Exercise 2, page 2 - Write TRUE or FALSE

1. FALSE The head is the center of the circulatory system.
2. TRUE The arteries carry blood from the heart to all parts of the body.
3. TRUE The veins return blood from the body parts to the heart.

Exercise 3, page 2

Write the letter of the correct answer next to the definition. One letter is not used.

1. d. We need this to live.
2. a. a waste product
3. b. breathe out

a. carbon dioxide
b. exhale
c. inhale
d. oxygen

Exercise 4, page 3

Check (✓) three correct answers.

1. On hot days
   - (✓) blood flows to the surface.
   - ( ) very little blood comes to the surface.
   - (✓) blood cools.
   - ( ) blood overheats.
   - (✓) blood keeps your body from overheating.

2. On very cold days
   - (✓) blood protects the organs.
   - ( ) you perspire.
   - (✓) the body doesn't lose much heat.
   - (✓) warm blood stays deep inside the body.
   - ( ) blood flows to the surface of the body.

3. Healthy body temperature
   - (✓) is 98.6°F.
   - ( ) is 106°F.
   - ( ) is 96.8°F.
   - (✓) is 37°C.
   - (✓) is about the same all the time.

Exercise 5, page 4

Number the sentences in the correct order.

Find your pulse this way:

3. Put your right thumb under your left wrist.
2. Put the second and third fingers of your right hand on your left wrist below your thumb.
1. Hold your left hand out. Your palm is up.
4. Press gently.

Exercise 1, page 6

Number the sentences below in the correct order.

Then write them in the correct order.

4 The oxygen-filled blood goes to the heart.

9 In the lungs, the carbon dioxide is transferred to the air in the lungs.

1 You breathe in (inhale)air through your nose.

3 In the lungs, oxygen is transferred to the blood.

2 The air goes down the windpipe to the lungs.

7 The carbon dioxide-filled blood goes to the heart.

6 The blood picks up carbon dioxide from all parts of the body.

8 The heart pumps it to the lungs.

10 You breathe out (exhale) the carbon dioxide and air.

5 The heart pumps the oxygen-filled blood to all parts of the body.

1. You breathe in (inhale) air through your nose.
2. The air goes down the windpipe to the lungs.
3. In the lungs, oxygen is transferred to the blood.
4. The oxygen-filled blood goes to the heart.
5. The heart pumps the oxygen-filled blood to all parts of the body.
6. The blood picks up carbon dioxide from all parts of the body.
7. The carbon dioxide-filled blood goes to the heart.
8. The heart pumps it to the lungs.
9. In the lungs, the carbon dioxide is transferred to the air in the lungs.
10. You breathe out (exhale) the carbon dioxide and air.

Exercise 2, page 8

INHALE

a. You breathe in.
b. The diaphragm moves down.
c. The chest cavity becomes bigger.
d. Air fills the lungs.

EXHALE

e. You breathe out.
f. The diaphragm moves up.
g. The chest cavity becomes smaller.
h. Air is pushed out of the lungs.

Exercise 3, page 9

Write TRUE or FALSE.

1. TRUE — Air and food go down the same tube for a short distance.
2. FALSE — The tube from the mouth divides into three tubes.
3. TRUE — Air goes down the windpipe to the lungs.
4. FALSE — Food goes down the esophagus to the heart.

Answer Key for Unit III

Exercise 1, page 10

Complete the sentences. Use the words in the box.

blood cells	body
chemicals	infection
minerals	organs
oxygen	

1. Bones support the body.
2. Bones protect organs.
3. Bones store minerals and chemicals.
4. Red and white blood cells are made in the bones.
5. Red blood cells carry oxygen.
6. White blood cells fight infection.

Exercise 2, page 13

Skull

a. cranium
b. mandible

Spine

c. spinal column
d. vertebra

Breastbone and Ribs

e. sternum
f. ribs

Shoulders, Arms and Hands

g. clavicle
h. radius

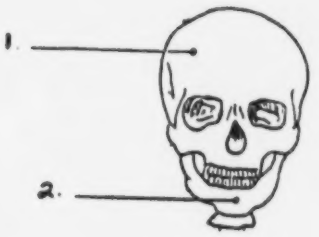
Pelvis, Legs and Feet

i. patella
j. tarsals

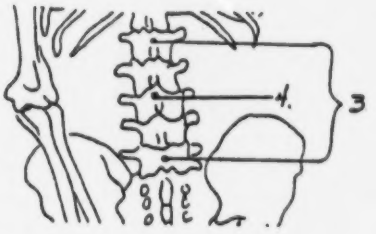
Exercise 3, page 15

Label the bones, joints and ligaments.

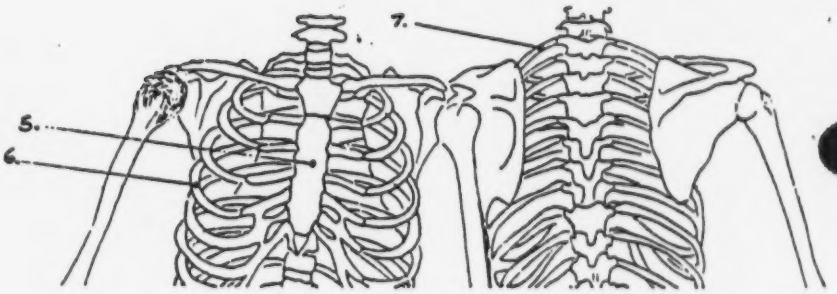
1. cranium
2. mandible



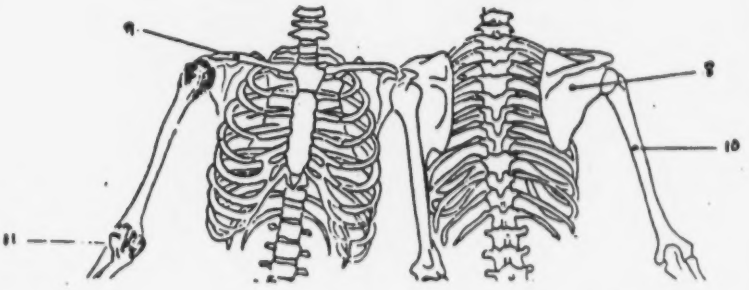
3. spinal column
4. vertebra



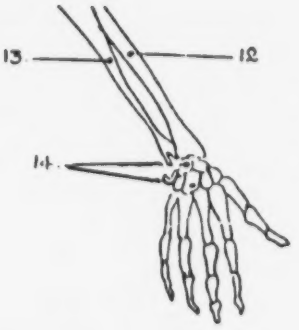
5. sternum
6. ribs
7. first rib



8. scapula
9. clavicle
10. humerus
11. elbow joint

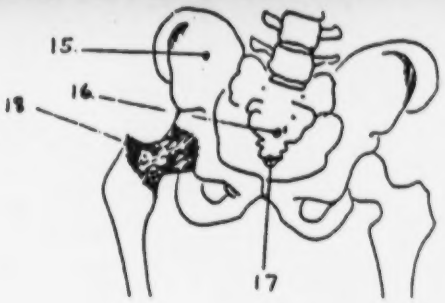


12. radius
13. ulna
14. wrist joint

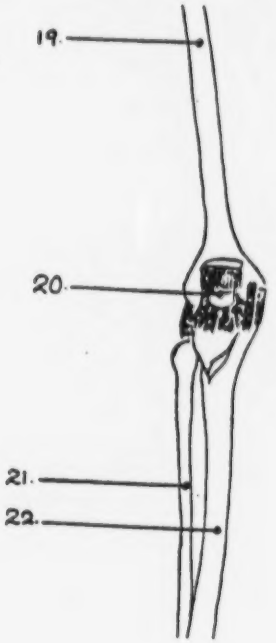


Exercise 3 continued, page 16

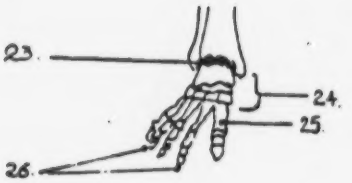
15. pelvis
16. sacrum
17. coccyx
18. hip joint



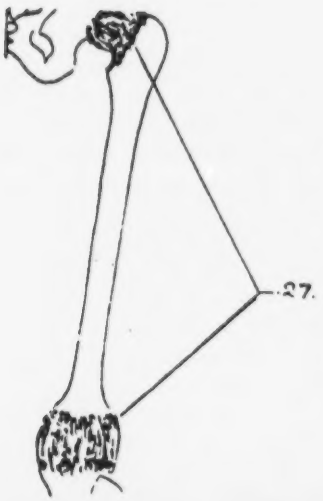
19. femur
20. patella
21. fibia
22. tibia



23. ankle joint
24. tarsals
25. metatarsals
26. phalanges



27. ligaments



Exercise 4, page 17

1. Sometimes people break their bones.
2. A doctor puts the pieces of bone in the correct position.
3. The edges of the broken bone make new bone cells.
4. The edges grow together.
5. The bone heals.

Exercise 5, page 17 - Write TRUE or FALSE

1. FALSE Cartilage is harder than bone.
2. TRUE A baby's skeleton is mostly cartilage.
3. FALSE Your nose and ears are made of bone.

Exercise 6, page 18

Write the letter of each definition on the correct line.

c.	tendon	a. sprain
b.	ligament	b. ties bones together
d.	a bone pulled out of joint	c. ties muscles to bones
a.	a torn ligament or tendon	d. dislocation

Exercise 7, page 19

Complete the sentences.

1. Skeletal muscles are connected to your bones.
2. Tendons tie your muscles to your bones.
3. Sometimes you stretch a muscle too far. This is called a pulled muscle or a strain.

Answer Key for Unit IV

Exercise 1

Homework

Get these names, addresses and telephone numbers:

1. a doctor

_____ (name) _____ (address) _____ (phone)

2. a hospital close to your home

_____ (name) _____ (address) _____ (phone)

Exercise 2, page 20 - Write TRUE or FALSE

Write TRUE or FALSE.

1. TRUE First aid means first help.
2. FALSE You need slow action in an emergency.
3. FALSE First aid replaces medical treatment.
4. TRUE First aid can keep a person alive before the doctor comes.
5. TRUE Dial 911 for the police department and for emergency ambulance service.

Exercise 3, page 21

Complete the sentences below.

1. Remove the victim from a dangerous place.
2. Is the victim breathing? When he is NOT breathing, give artificial respiration.
3. Stop severe bleeding.
4. Give first aid for poisoning IMMEDIATELY.
5. Keep the victim comfortable and warm.
6. Wait for medical help to come.

Answer Key for Unit V

Exercise 1, page 22

Complete the sentences. Use the words in the box. Be careful! One answer is used twice.

pressure points
direct pressure
a tourniquet
elevation

To stop bleeding:

First, use direct pressure.

If bleeding continues, use direct pressure and elevation.

If bleeding still continues, use pressure points.

If severe bleeding still continues, then use a tourniquet.

Exercise 2, page 23

Direct Pressure

Write these sentences in the correct order:

. Keep pressing down for ten minutes or more.
. Put a piece of clean cloth on the wound.
. Tie a bandage over the cloth.

1. Put a piece of clean cloth on the wound.
2. Keep pressing down for ten minutes or more.
3. Tie a bandage over the cloth.

Exercise 3, page 24

Write TRUE or FALSE.

Elevation

1. FALSE First check for shock.
2. FALSE Move a person with broken bones.
3. TRUE Raise the wounded part of the body.
4. TRUE This slows down the flow of blood.
5. FALSE Stop using direct pressure when you raise the wounded part of the body.

Exercise 4, page 25

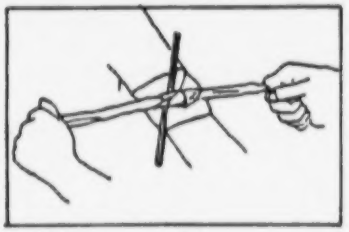
Complete the sentences below.

1. The victim's right leg is wounded.
   Press down on pressure point 3.
2. The victim's left arm is wounded.
   Press down on pressure point 2.
3. The victim's left leg is wounded.
   Press down on pressure point 4.
4. When pressing down on a pressure point,
   continue to use direct pressure
   on the wound.

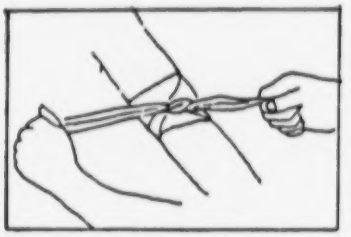
Exercise 5, page 26

Number these pictures in the correct order.

3.



2.



1.

Exercise 6 , page 27

Copy these sentences. Memorize them.

First Aid for Small Cuts and Wounds

1. Wash the cut with soap and water.

_____

_____

2. Pat it dry. Use a clean cloth or paper towel.

_____

_____

3. Put a plastic strip over the cut.

_____

_____

Exercise 7, page 27 - First Aid for Nosebleeds

Check (✓) all the correct statements.

1. (✓) Most nosebleeds are not dangerous.
2. (✓) Sit quietly.
3. ( ) Lean backwards.
4. ( ) Blow your nose.
5. (✓) Wait fifteen minutes. Then call a doctor.

Answer Key for Unit VI

Exercise 1, page 29

Write the answers in the correct column.

a. compress
b. does not have to be sterile
c. gauze or cloth pad
d. helps stop bleeding
e. holds dressing in place
f. keep germs out of wound
g. must be sterile
h. strip of cloth

DRESSING	BANDAGE
a. compress c. gauze or cloth pad d. helps stop bleeding f. keeps germs out of wound g must be sterile	h. strip of cloth e. holds dressing in place b. does not have to be sterile

Exercise 2, page 32

Write TRUE or FALSE.

1. TRUE A bandage should be a close fit.
2. FALSE A very tight bandage can stop infection.
3. FALSE It is O.K. to apply a wet gauze bandage.
4. FALSE It is O.K. to stretch an elastic bandage.
5. TRUE It is O.K. to check fingers and toes for swelling, changes in color, or coldness.

Exercise 3, page 41 - Complete the chart below.

QUANTITY	ITEM	USE FOR
4	folded triangular bandages	a sling; a cover
2	large safety pins	a sling
1 box	adhesive strips (Band-Aids)	small cuts and wounds
12	small (2" x 2") sterile dressings	dressing for open wounds; dry dressing for burns
2	medium (8" x 7½") sterile dressings	dressing for open wounds; dry dressing for burns
1 roll	1" gauze	finger bandage
2 rolls	2" gauze	holding dressings in place
12	splints (1/4" thick, 3½" wide, 15" long) These splints can be plastic or wooden.	splints for broken arms or legs
12	wooden tongue blades	splints for broken fingers; splints for small bones; stirring solutions
15	safety pins (1½" long)	holding bandages in place
1		cutting bandages and dressings; removing clothing from an injured body part
1	pair of tweezers	removing splinters removing insect stingers
8 oz.	baking soda	treatment of shock; treatment of insect bites
small package	salt	treatment of shock
1 bottle with eyedropper	eyedrops (eye wash)	eyes irritated (sore) from dust, smoke or fumes (gas).
small bottle	water purification tablets	You can purify (clean) water by boiling it. Sometimes you can't boil water. Then use water purification tablets.
1	flashlight Don't keep batteries in flashlight. Keep batteries in a plastic bag.	

Answer Key for Unit VII

Exercise 1, page 44 - Complete the sentences.

1. Call for an ambulance or for a doctor.
2. Give artificial respiration if necessary.
3. Keep the victim lying down.
4. Stop severe bleeding.
5. Put a sterile dressing on the wound.
6. Press GENTLY.
7. Do not give the victim food or drink.

Exercise 2, page 45

Complete the sentences below.

1. Call for an ambulance or for a doctor.
2. Make sure the victim can breathe.
3. Give artificial respiration if necessary.
4. Treat the victim for shock if necessary.
5. Apply dressings if necessary.

Exercise 3, page 46

1. Number these steps in order.

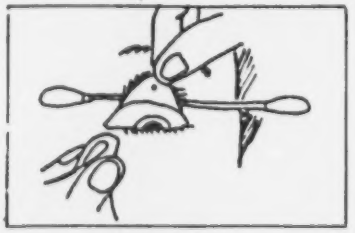
2 Place a match or Q-tip horizontally across the outside of the lid.

3 Remove the object with the corner of a handkerchief or tissue.

1. Hold the lashes of the upper lid and gently pull the eyelid down.

2. Write the correct number under each picture.

2



3

1.

Exercise 4, page 48

Write the correct headings for instructions below.

The headings are in the box.

Blunt Injuries to the Eye Blunt Injuries to the Neck Eyelid Injuries Penetrating Injuries to the Eye Penetrating Injuries to the Neck

1. First Aid for Penetrating Injuries to the Neck

- Apply direct pressure on the wound.
  Stop the direct pressure only when medical help arrives.
- The victim's head and shoulders should be elevated.
  Be careful. Move the victim's head and shoulders TOGETHER.
- Get medical help.

2. First Aid for Blunt Injuries to the Eye

- Tell the victim to lie down and close his eyes.
- Put a cold compress (a cold, wet towel) on the injured eye.
- See a doctor.

3. First Aid for Penetrating Injuries to the Eye

- Do NOT remove the object in the eye.
- Do NOT wash the eye.
- Cover BOTH eyes with a sterile or clean dressing.
- Tell the victim to lie down.
- Take the victim to the nearest hospital emergency room.

4. First Aid for Blunt Injuries to the Neck

- Do NOT move the victim.
- Give artificial respiration if necessary.
- Get medical help.

5. First Aid for Eyelid Injuries

- Press eyelid gently to stop bleeding.
- Clean the wound with water.
- Put a sterile (very clean) dressing) on it.
- See a doctor.

Exercise 5, page 49

Write TRUE or FALSE.

1. TRUE A sucking wound of the chest is a deep, open wound.
2. FALSE Remove the wounding object.
3. FALSE Cover part of the wound.
4. TRUE Make sure the victim can breathe.
5. TRUE Give artificial respiration if necessary.

Exercise 6, page 50

Complete the sentences below.

Deep Wounds:

1. Put the victim on his back.
2. Apply direct pressure to the wound.
3. Treat the victim for shock.

Open Wounds:

4. Call for an ambulance or a doctor.
5. Do not give food or drink to the victim.

Exercise 7, page 51

Write the correct heading for instructions below.
The headings are in the box.

Back Injuries
Injuries to the Genital Organs

1. First Aid for Injuries to the Genital Organs
   - Apply direct pressure to stop bleeding.
   - Treat the victim for shock.
   - Cover open wounds with sterile dressings.
   - Apply cold compresses (cold, wet towels).

2. First Aid for Back Injuries.
   - Call for an ambulance or for a doctor.
   - Do NOT bend the victim's back.
   - Do NOT move the victim's head.
   - Try not to move the victim at all.
   - Is there danger of fire or an explosion? Then move the victim to a safe place.
   - Give artificial respiration if necessary.

Exercise 8, page 52

Finish the sentences below.

Sometimes you have to open a large blister.

1. Wash the area around the blister with soap and water.
2. Sterilize a needle.
3. Cool the needle.
4. Puncture the lower edge of the blister with the needle.
5. Press gently with sterile gauze or a clean cloth.
6. Cover the area with a sterile bandage.

Exercise 9, page 54

Complete the sentences below.

1. Make sure your electrical appliances are in good condition.
2. Replace cords that are very old, cracked or cut.
3. Do not use a hairdryer when you are in the bathtub.
4. Do not turn on electric appliances with wet hands.
5. Push plugs completely into electric outlets.
6. Do not do these things at the same time:
   touch the prongs of the plug and push the plug into an outlet.
7. Do not let babies play near a plug or an outlet.
8. NEVER walk on "L" (train) tracks.

Exercise 10, page 55

Check (✓) all the correct statements.

1. (✓) Stay calm.
   The appliance or wire is touching the victim.
2. (✓) Do not touch the victim, the appliance, or the wire.
3. (✓) Use something made of wood to push the victim away.
4. (✓) Turn off the electricity.
5. (✓) Is the victim breathing?
   Give artificial respiration if necessary.

Answer Key for Unit VIII

Exercise 1, page 56

Complete the sentences below.

1. Severe body injuries cause shock.
2. The body cells don't get enough blood and/or oxygen.
3. A shock victim needs first aid immediately.

FIRST,

4. . give artificial respiration if necessary.
5. . stop severe bleeding if necessary.

THEN,

6. . give first aid for shock.

Exercise 2, page 57

Write TRUE or FALSE.

1. FALSE The victim feels strong.
2. TRUE The victim feels dizzy.
3. FALSE The victim feels hot.
4. TRUE The victim's skin is pale.
5. FALSE The pupils of the victim's eyes look smaller than normal.

Exercise 3, page 59

The victim is in shock. You want to give first aid.
What is the correct thing to do?

Read the first aid instructions in the box.
Write the correct instruction on the line under each problem.

Do not give the shock victim anything to eat or drink.
Do not raise the shock victim's feet.
Give the shock victim small amounts of juice, water, etc.
Put a blanket or a coat over and under the shock victim.
Raise the shock victim's head and shoulders a little.
Turn the shock victim on his side.

Problem 1. The shock victim has broken bones or head injuries.

Do not raise the shock victim's feet.

Problem 2. The shock victim has breathing problems and/or chest pain.

Raise the shock victim's head and shoulders a little.

Problem 3. The shock victim is bleeding from the mouth.

Turn the shock victim on his side.

Problem 4. The shock victim feels cold.

Put a blanket or a coat over and under the shock victim.

Problem 5. The victim needs liquids.

Give the shock victim small amounts of juice, water, etc.

Problem 6. The shock victim vomits or feels nauseous.

Do not give the shock victim anything to eat or drink.

Answer Key for Unit IX

Exercise 1, page 60

Many useful things in your home can be poisonous.

List five examples:

Any of the following

1. gasoline
2. strong detergent
3. bleach
4. ammonia
5. drain cleaner
6. oven cleaner
7. too much medicine
8. the wrong kind of medicine
9. insecticides
10. mothballs

Exercise 2 , page 61

List five products that can give you a headache, make you dizzy, make you feel nauseous or make you vomit.

1. oven cleaner
2. gasoline
3. ammonia
4. paint
5. turpentine

Exercise 3, page 61

How do you know that someone swallowed poison?
List five things to look and listen for:

1. a container of medicine or any of the products listed
2. sudden pain or illness of victim
3. burns around the lips or mouth
4. breath odor
5. pupils of eyes contracted
6. information from the victim or an observer

Exercise 4, page 62

Write the telephone number of the poison control center in your city: Chicago: 942-5969

Exercise 5, page 62

A poison control center, hospital, or doctor needs answers to four important questions. Write the questions below.

1. How old is the victim?
2. What poison did the victim swallow?
3. How much poison did the victim swallow?
4. Did the victim vomit?

Exercise 6 , page 63 - Write TRUE or FALSE
If the victim is not breathing:

1. TRUE Give artificial respiration immediately.

If the victim is unconscious:

2. FALSE Give fluids.

3. FALSE Induce vomiting.

If the victim is conscious:

4. FALSE Give the victim coffee or tea.

5. TRUE Give the victim water, milk or a mixture of milk and egg whites.

Exercise 7, page 64
Complete the sentences.

1. Take the victim to the hospital as soon as possible.
2. Take the poison container with the victim.
3. Take any vomited material with the victim.
4. DO NOT INDUCE VOMITING IF THE POISON IS AN acid lye kerosene OR gasoline.

Exercise 8 , page 65

List five ways to prevent poisoning.

1. Never take medicine in the dark.
2. Throw away all unused medicines immediately after an illness.
3. Throw out unlabeled containers.
4. Never keep poisons in a medicine cabinet.
5. Keep cleaning supplies, medicine and vitamins away from small children.
6. Keep all bottles tightly closed.

Exercise 9, page 66

List 3 kinds of food poisoning.

1. botulism
2. salmonella poisoning
3. staphylococcus poisoning

Exercise 10, page 68

Write the signs and symptoms in the correct column. Be careful. One answer is used twice.

Signs and Symptoms

a. diarrhea
b. difficult to swallow, talk and breathe
c. headache
d. muscle weakness
e. symptoms appear 12-36 hours after eating food
f. symptoms appear 2-24 hours after eating food
g. vomiting

Botulism	Salmonella and Staphylococcus Poisoning
b. difficult to swallow, talk and breathe c. headache d. muscle weakness e. symptoms appear 12-36 hours after eating food	a. diarrhea c. headache f. symptoms appear 2-24 hours after eating food g. vomiting

Exercise 11, page 69

Write TRUE or FALSE.

1. TRUE Some paint contains lead.
2. TRUE Lead is poisonous.
3. TRUE Lead can cause permanent brain damage.
4. TRUE Sweep up pieces of paint.
5. TRUE Scrape loose paint off lower walls.

Exercise 12, page 70

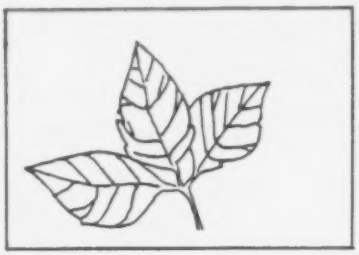
List six signs and symptoms of lead poisoning.

Your child

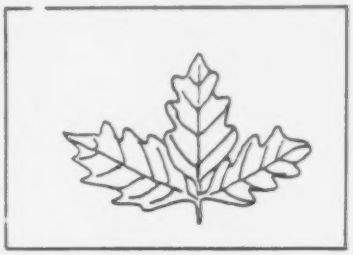
- is always tired.
- is cranky and fussy.
- has nausea and/or diarrhea.
- vomits.
- has a fever.
- has convulsions.

Exercise 13, page 71

a. Poison Sumac



b. Poison Ivy



c. Poison Oak

Exercise 14, page 72

Check (✓) all the correct statements.

First Aid for Contact with Poisonous Plants:

1. (✓) Remove your clothes.
2. ( ) Clean your skin with baby oil.
3. (✓) Wash your skin with soap and water.
4. (✓) Apply rubbing alcohol.
5. (✓) Apply calamine lotion.
6. (✓) Apply a paste of baking powder and water.
7. (✓) Wash your clothes.
8. ( ) Iron your clothes.

Exercise 15, page 74

Complete the sentences below. Use the words in the box.

color	convulsions
painful	swells
vomits	weak

1. The area around the bite is painful.
2. The area around the bite swells quickly.
3. The skin around the bite changes color.
4. The victim feels weak.
5. The victim feels nauseated and sometimes vomits.
6. Some victims have convulsions.

Exercise 16, page 74

Write TRUE or FALSE.

1. FALSE The victim should walk around.
2. FALSE Keep the wounded part of the body higher than the heart.
3. TRUE Tie a belt or a long strip of cloth 2" to 4" above the bite.
4. TRUE Wash the wounded area with soap and water.
5. TRUE Take the victim to the hospital as soon as possible.

Exercise 17, page 75

Complete the sentences below.

1. Animal bites can cause infection and/or rabies.
2. Rabies is a disease and is very dangerous.
3. You can die from rabies if you if you don't get medical treatment.
4. Dogs, squirrels, raccoons, rats and foxes can have rabies.
5. The law says that pet animals must have rabies shots.
6. There are NO immediate signs and symptoms of rabies.

Exercise 18, page 76

Complete the first aid steps below.

1. Look for the owner.
2. Ask the owner, "Did your dog have a rabies shot?"

The owner says, "Yes."

3. Wash the wound for five minutes with soap and water.
4. Put a sterile bandage or a clean cloth on the wound.

The owner says, "No. The dog didn't have a rabies shot."

or

You can't find the owner.

5. Go to a hospital emergency room immediately.
6. Say, "An animal bit me. I need help."

Answer Key for Unit X

Exercise 1, page 77

Write TRUE or FALSE.

1. FALSE If a person does not breathe for 1 or 2 minutes, the brain is damaged.
2. TRUE If a person does not breathe for 6 minutes, he can die.
3. TRUE The best way to give artificial respiration is mouth-to-mouth resuscitation.
4. TRUE Suppose you are alone with the victim. First give artificial respiration.

Exercise 2, page 79

Write the correct sentence next to each picture.
Use the sentences in the box.

Blow into the victim's mouth four times quickly. Clear the mouth and throat of foreign material. Pinch the victim's nose shut. Put your ear near the victim's mouth. Tip the victim's head back.

A. Clear the mouth and throat of foreign material.

B. Tip the victim's head back.

C. Pinch the victim's nose shut.

D. Blow into the victim's mouth four times quickly.

E. Put your ear near the victim's mouth.

Exercise 3 , page 80

Write TRUE or FALSE.

1. FALSE Put your mouth over a baby's mouth.
2. FALSE Pinch the nose shut.
3. TRUE Blow gently into the baby's mouth and nose.
4. FALSE Give 10 breaths in one minute.
5. FALSE Use this method for an adult.

Exercise 4 , page 82

Write the correct first aid step on the line under each problem.

Use the sentences in the box.

Clear the victim's mouth CPR is needed. Hit the victim between his shoulders. Put your mouth over the victim's nose.

1. Something is blocking the air passage.
   Hit the victim between his shoulders.
2. The victim vomits.
   Clear the victim's mouth.
3. The victim's mouth is cut.
   Put your mouth over the victim's nose.
4. The person's heart stops beating.
   CPR is needed.

Answer Key for Unit XI

Exercise 1, page 83

List six signs and symptoms of choking.

1. difficult breathing or coughing
2. panic
3. skin getting darker

Also, the victim may

4. grab his throat
5. become unconscious
6. stop breathing

Exercise 5, page 85

Complete the sentences below.

1. Do not give the victim a laxative or emetic (Ipecac Syrup).
2. Call a doctor when
   pain lasts for more than five minutes, or
   the object is sharp (a fishbone, a pin).

Answer Key for Unit XII

Exercise 1, page 86

Fill in the blanks.

These things cause burns:

. careless use of matches and cigarettes

. hot liquids (for example, hot coffee)

. hot objects (for example, a frying pan)

· being in the sun a long time

· fire

Exercise 2, page 86

Fill in the blanks. Use the answers in the box.

Third-degree
First-degree
Second-degree

1. Third - degree burns are very serious.
2. Second - degree burns are serious.
3. First - degree burns are not serious.

Exercise 3, page 87

Complete the first aid steps for first-degree burns.

1. IMMEDIATELY put the burned part of the body in Cold Water for several minutes.

   OR

   IMMEDIATELY cover the burned part of the body with Cold, wet cloths.

2. Dry the burn with gentle pats.
3. Cover the burn with a clean, dry bandage.

Exercise 4, page 88

Complete the first aid steps for second-degree burns.

1. IMMEDIATELY put the burned part of the body in Cold Water for several minutes.

   OR

   IMMEDIATELY cover the burned part of the body with cold, wet cloths for several minutes.

2. Cover the burn with a loose, sterile dressing.
3. Do not put grease, cream or ointment on the burn.
4. Get medical help for all second-degree burns.

Exercise 5 , page 90

Complete the first aid steps for third-degree burns.

1. If your clothing is on fire, DO NOT RUN. Roll on the ground.
2. If you are near a person with burning clothes, cover him with a blanket, coat or rug.
3. Pieces of clothing may stick to the burn. Do not remove these pieces of clothing.
4. Put cool water or cold, wet cloths on the burn.
5. Do not put grease, cream or ointment on the burn.
6. Cover the area with a sterile dressing or a sterile bandage

   OR

   smooth, clean cloth.
7. Call for an ambulance or a doctor immediately.
8. Elevate a burned arm or leg.
9. Treat the victim for shock.

Exercise 6, page 91

First-degree burns: The outer layer of the skin is burned. The skin is red and painful.
Second-degree burns: Many layers of the skin are burned. The skin is red and painful. There may be blisters
Third-degree burns: All the layers of the skin are burned. Nerve endings are destroyed. There may be NO pain.

Exercise 7 , page 91

List five items that cause chemical burns:

1. acid
2. lye
3. ammonia
4. drain cleaner
5. other strong chemicals

Exercise 8 , page 92

Check (✓) all the correct statements.

First aid for chemical burns:

1. ( ) Wash the burned body part with hot water.
2. (✓) Wash the skin for at least 5 minutes.
3. (✓) Remove the victim's clothes carefully.
4. ( ) Apply grease, cream or ointment.
5. (✓) Get medical help as soon as possible.

Exercise 9 , page 93

Write TRUE or FALSE.

First aid for eye burns:

1. FALSE — Wash the eye with warm water.
2. FALSE — Wash the eye for at least 5 minutes.
3. FALSE — Cover one eye with sterile gauze or a clean, soft handkerchief.
4. TRUE — Get medical help as soon as possible.

Answer Key for Unit XIII

Exercise 1, page 94

Write TRUE or FALSE.

1. FALSE Usually arms and legs become frostbitten first.
2. FALSE Frostbite happens quickly.
3. FALSE Frostbite hurts.
4. TRUE The skin becomes white or gray.
5. TRUE Sometimes there are blisters on the skin.
6. TRUE The frostbitten part of the body becomes numb.

Exercise 2, page 95

Complete the sentences.

1. Do NOT rub the frostbitten parts.
2. Go indoors quickly.
3. Take off wet clothes.
4. Gently warm the frostbitten parts.
5. Put them in warm water.

OR

6. Cover the frostbitten parts with blankets or clothes.

Exercise 3 , page 96

List six signs and symptoms of chilling and freezing of the entire body.

1. shivering
2. numbness of the entire body
3. muscle weakness
4. sleepiness
5. low body temperature
6. unconsciousness

Exercise 4, page 97

Complete the sentences below.

1. Bring the victim indoors quickly.
2. Give artificial respiration if necessary.
3. Take off wet clothes.
4. Wrap the victim in blankets, towels or dry clothes.
5. Get medical help quickly.
6. Do NOT give the victim alcoholic beverages.

Answer Key for Unit XIV

Exercise 1, page 98

Check (✓) all the correct statements.

Signs and Symptoms of Heatstroke:

1. ( ) shivering
2. ( ) body temperature of 98.6°F.
3. (✓) body temperature of 106°F.
4. (✓) fast pulse
5. ( ) sleepiness
6. (✓) unconsciousness
7. (✓) red, hot, dry skin
8. ( ) white or gray skin

Exercise 2 , page 99

Finish the sentences below.

First Aid for Heatstroke:

1. Remove the victim's clothes.
2. Cool the victim's body immediately.
3. Stop when the victim's temperature is 101° F.
4. Dry the victim.
5. Put the victim in front of a fan or air conditioner
6. Do NOT give the victim alcoholic beverages, coffee or tea.
7. Get medical help.

Exercise 3 , page 100

List eight signs and symptoms of heat exhaustion.

The victim:

1. has damp, pale skin.
2. sweats a lot.
3. feels weak.
4. has a headache.
5. feels dizzy.
6. feels nauseated and may vomit.
7. has muscle cramps.
8. may faint.

Exercise 4, page 101

Write TRUE or FALSE.

First Aid for Heat Exhaustion:

1. FALSE Move the victim to a warm place.
2. TRUE The victim should lie down.
3. FALSE Raise the victim's feet 1 - 2 feet.
4. TRUE Loosen the victim's clothes.
5. TRUE Put the victim near a fan or air conditioner.
6. FALSE The victim should rest for a few hours.

Exercise 5 , page 102

Complete the sentences below.

Heat Cramps:

1. Physical activity in very hot weather causes heavy sweating.
2. The body loses a lot of water and salt.
3. This causes muscle pains and spasms.

First Aid for Heat Cramps:

4. Sit quietly in a cool place.
5. Press firmly on cramped muscles or gently massage them.
6. Drink clear juice or cool salt water.

Answer Key for Unit XV

Exercise 1, page 103

Write TRUE or FALSE.

1. TRUE — A fracture is a break or a crack in a bone.
2. FALSE — There are three kinds of fractures.
3. TRUE — A closed fracture is also called a simple fracture.
4. FALSE — An open fracture is also called a complicated fracture.
5. TRUE — A closed fracture is more dangerous than an open fracture.

Exercise 2, page 104

Write five signs and symptoms of fractures.

1. The victim feels or hears a bone snap.
2. The injured part is painful.
3. The injured part is hard to move, or doesn't move correctly.
4. Sometimes the victim feels broken bones rubbing together.
5. The injured part is swollen.
6. The injured part doesn't look right.

Exercise 3, page 105

1. Give artificial respiration if necessary.
2. Stop bleeding if necessary.
3. Cover the entire wound with a large sterile dressing.
4. Treat for shock if necessary.
5. Call for an ambulance.
6. Apply splints.

Exercise 4, page 106

Complete the sentences below.

1. A splint keeps the injured part of the body from moving.
2. Splints:
   - lessen pain,
   - keep the break from getting worse, and
   - prevent shock.
3. These objects can be splints:

   strong cardboard,
   boards, straight sticks, brooms,
   newspapers magazines,
   pillows, rolled-up blankets, etc.

Exercise 5 , page 107

Complete the sentences below.

1. Put padding (cloth , a towel , a blanket , etc.) between the splint and the injured part of the body.
2. Tie splints in place with neckties , belts , handkerchiefs, strips of cloth, rope , etc.
3. Do NOT tie the splint too tightly .
4. Check fingers and toes for swelling or bluish color .
5. Check the wrist or ankle for a pulse .
6. Loosen ties if the victim feels numbness or tingling.

Exercise 14 , page 112

Complete the sentences below.

Spine and Neck Injuries:

1. Do NOT move the head!
2. Any movement of the head, the neck, or the back can cause paralysis (not able to move voluntarily) or death .
4. Call for an ambulance immediately.

Exercise 15 , page 113

Check (✓) all the correct statements.

1. (✓) Two bones meet in a joint.
2. (✓) Sometimes the bone ends are knocked out of place.
3. (✓) We call this a dislocation or a dislocated bone.
4. (✓) The most common dislocations are the shoulder, hip, elbow, finger, thumb and knee.
5. ( ) Push the dislocated bone back in place.
6. (✓) Take the victim to the nearest hospital emergency room.

Exercise 16 , page 114

Write TRUE or FALSE.

1. FALSE Tendons tie bones together at the joints.
2. FALSE Ligaments tie muscles to bones.
3. TRUE Ligaments and tendons are tough rope-like tissue.
4. FALSE Sprained ankles, knees, fingers, wrists and shoulders are uncommon.
5. TRUE Do not walk with a sprained ankle or knee.
6. FALSE Apply heat to the injured part.
7. TRUE Elevate the injured part.

Exercise 17 , page 115

Complete the sentences below.

First Aid for Strains:

1. Rest .
2. Apply ice or cold compresses to the injured part.
3. After 24 hours, apply Warm , wet compresses .
4. If pain continues for several days , see a doctor Dr.

Answer Key for Unit XVI

Exercise 1, page 116 - Check all the correct answers.

The pain from a heart attack:

(✓) is in the chest.

(✓) sometimes moves to the arm, shoulder, neck, jaw, back or abdomen.

( ) lasts for less than two minutes.

(✓) feels "tight", "crushing".

Other signs and symptoms of a heart attack are:

(✓) sweating

(✓) nausea

(✓) vomiting

(✓) weakness

Exercise 2, page 117

Write TRUE or FALSE.

1. TRUE Call for an ambulance immediately.

When the victim is unconscious:

2. TRUE Give artificial respiration if necessary.

3. FALSE Give the victim food.

When the victim is conscious:

4. FALSE Let him lie down.

5. TRUE Loosen his tight clothing.

6. TRUE Keep the victim warm.

Exercise 3, page 119

1. One side of the victim's face,
   or an arm or a leg,
   or one whole side of the victim's body,
   suddenly feels numb, weak or paralyzed.
   major stroke
2. The victim has a headache. minor stroke
3. The victim can't see well. major stroke
4. The victim is dizzy. minor stroke
5. The victim can't control his bladder or bowels.
   major stroke
6. The victim is confused. minor stroke
7. The victim becomes unconscious.
   major stroke

Exercise 4 , page 120

Complete the sentences below.

1. Fainting is a brief loss of consciousness.
2. Sometimes fainting is sudden.
3. Sometimes there are warning signs before fainting:
   - dizziness
   - nausea
   - pale cold skin
   - sweating

First Aid for Fainting:

4. The victim should lie down.
5. Loosen tight clothing.
6. Wipe the victim's face with cold water.
7. If the victim is unconscious for a long time, get medical help.

Exercise 5 , page 121

Write TRUE or FALSE.

1. TRUE — A convulsion is a series of uncontrollable muscle movements.
2. FALSE — The victim is conscious.
3. FALSE — Most convulsions last a long time.
4. FALSE — First aid can stop a convulsion.
5. TRUE — Move furniture away from the victim.
6. FALSE — Throw water in the victim's face.

Exercise 6 , page 122

Complete the sentences below.

1. Sometimes babies have convulsions.
2. Usually the baby has a very high temperature.
3. The convulsions last 2 or 3 minutes.
4. They are not dangerous.
5. Stay calm.
6. Make sure the baby can breathe.
7. Don't let anything block his his throat.
8. Remove the baby's clothing.
9. Sponge his entire body with cool water.
10. This will lower his temperature.

Exercise 7, page 123

Write TRUE or FALSE.

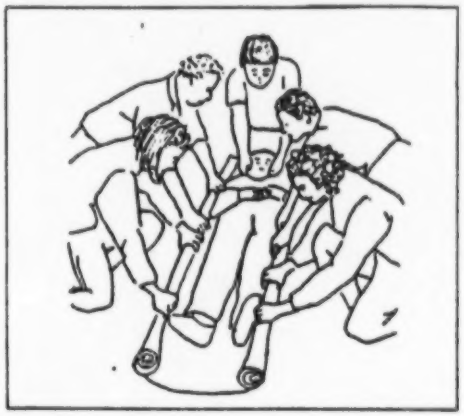
1. TRUE — Epilepsy is a disease.
2. FALSE — The brain releases too much solar energy.
3. TRUE — The victim has convulsions.
4. FALSE — Epilepsy is curable.
5. TRUE — Medication can control convulsions.

Excrcise 1, page 132

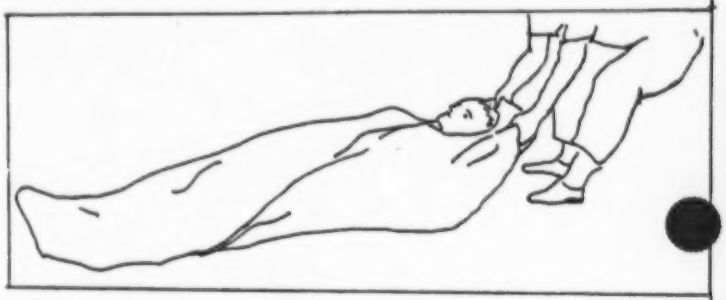
HOW TO MOVE A VICTIM FROM A DANGEROUS PLACE

Write the correct caption under each picture.
Use the sentences in the box.

Carry the victim. Pull the victim. Pull the victim--using a blanket. Support the victim. Use the blanket lift. Use the chair carry. Use the four-handed seat. Use the three-man carry. Use the two-handed seat.



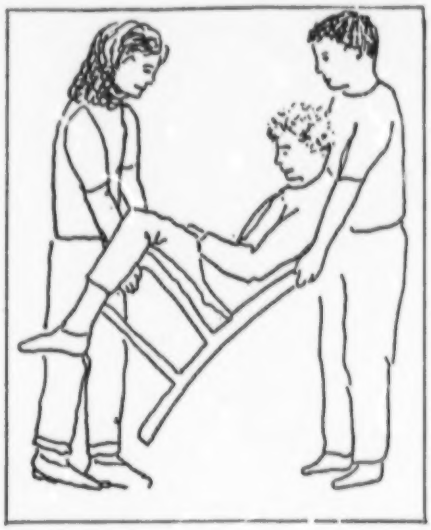
A. Use the blanket lift.



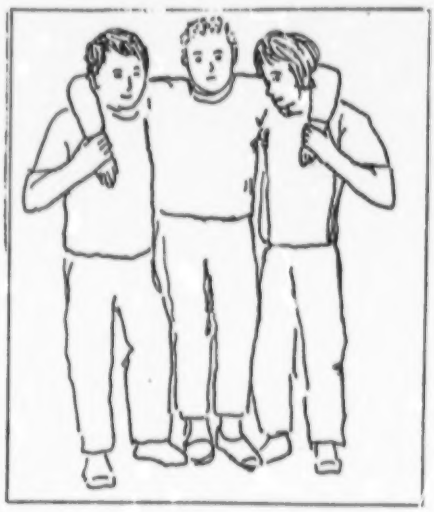
B. Pull the victim - using a blanket.

C. Use the two-handed seat.

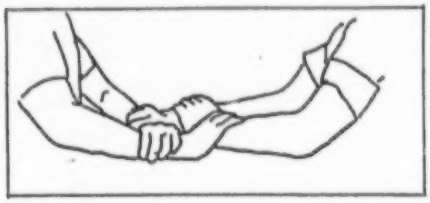
D. Carry the victim.



E. Use the chair carry.

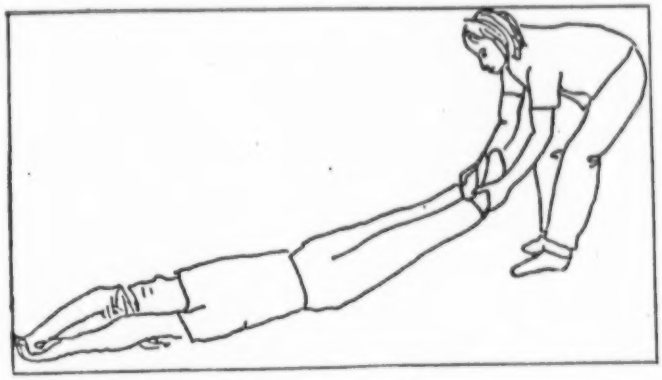


F. Support the victim.



G. Use the four-handed seat.

I. Use the three-man carry.



H. Pull the victim